



HR MODERNIZATION BASELINE SURVEY RESULTS AND FINDINGS

December 2008

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EXECUTIVE SUMMARY

Introduction

In September 2008, the Human Resources Modernization Project (HR Mod) team developed a survey designed to capture information about current human resources (HR) business processes and activities. The survey was also used to identify innovative departmental HR solutions under development or already implemented that could potentially be leveraged to address specific HR Mod goals and objectives. In addition, the HR business process and activity information collected will be used to establish baseline metrics that will assist the HR Mod team in measuring the impact HR Mod reforms are having on improving the efficiency and effectiveness of government operations.

The survey was distributed to 105 HR Administrators covering all State departments, agencies, boards, and commissions (hereafter referred to as departments). The survey yielded a 70% response rate from a blend of small, medium and large departments. It should be noted that virtually all of the large State departments responded to the survey, as a result, the response rate relative to the total number of State employees can be said to exceed 70%.

The Survey contains a total of 48 questions covering six HR areas. Those sections, along with significant findings from the responding departments, are presented below:

Significant Findings

Recruitment and Selection

- The hardest to recruit occupational groups were identified as: Office & Allied Services, Financial Services, and Electronic Information Processing.
- Approximately 2,800 separate examinations are administered by State departments annually.
- The majority of the 2,800 examinations administered annually is restricted to current State employees and therefore prohibits qualified candidates who do not work for the State from participating.

Planning and HR Related Efforts

- Most organizations have either implemented or are in the process of developing strategic, workforce, and succession plans.
- A number of automated solutions and/or innovative approaches for various HR related processes have been implemented by departments.

Classification and Compensation

- A substantial amount of effort is being expended by departments to conduct classification studies primarily to refresh outdated classification specifications.
- A substantial amount of effort is being expended by departments to conduct independent compensation studies primarily to address “perceived” retention problems and salary issues.
- Core competencies for specific classifications have already been identified by some departments.

Training

- Departments have made significant investments in developing in-house training courses for their employees.
- A small number of departments partner with other departments to offer training on common topics or subjects.
- Retirees are regularly rehired by departments to provide subject matter expertise and offer knowledge transfer.
- Supervisory and management training beyond the mandatory 80 hours required by statute is conducted by most departments.

Performance Management

- Most departments do not complete probation reports for all probationary employees.
- Most departments do not complete Individual Development Plans and Annual Performance Appraisals for all of their employees.

Workforce and Employee Retention

- Many departments do not conduct employee exit interviews or surveys.
- A small number of departments believe they are at risk of not being able to deliver mission critical services due primarily to insufficient and/or unqualified applicant groups and a lengthy selection process.

Opportunities

The survey results and the significant findings cited above indicate there is tremendous opportunity to realize greater efficiency and improve the overall effectiveness of State operations by streamlining and simplifying California’s HR system. In addition, there are numerous opportunities

to address staffing deficiencies in specific occupational groups as well as enhance employee performance and productivity. The following are just a few examples of the abundant opportunities revealed through the results of this baseline survey.

Elimination of redundant, independent examination processes by giving one examination for common or similar classifications that can be used by all State departments is just one example of an opportunity to achieve greater efficiency. Other opportunities include eliminating regulatory barriers that prevent the hiring of qualified individuals, and relaxing examination requirements that currently restrict participation in State examinations to individuals currently working for the State. The latter has the potential to dramatically increase the State's pool of eligible candidates for hire and resolve many of the State's recruitment and hiring challenges.

Workforce and succession plans that have already been developed by many State departments can be shared and used by department's that are in the process of developing or have not yet started developing their respective plans to model and create their respective plans. In addition, the information contained within these plans will be useful in forecasting specific resource needs; increased demands for resources within specific occupational groups; and planning statewide recruitment efforts and examinations.

Innovative approaches and solutions that have already been implemented by departments will be thoroughly examined to determine the plausibility of their expanded use statewide. To the greatest extent possible and when feasible, these existing solutions will be leveraged to address statewide needs. Classification and compensation studies in progress or completed by various State departments will be examined and the information collected and analyzed will be utilized, when appropriate, to facilitate class consolidation and aid in the migration to a competency-based classification and compensation model.

Computer-aided and technology-based approaches offering "free" or "inexpensive" training opportunities are currently under investigation. Centralizing and/or automating mandatory training covering common topics such sexual harassment prevention, supervision, and principles of management will result in significant efficiencies through the elimination of redundant training classes independently administered by individual departments.

Conclusion

In conclusion, the results of this survey and initial analysis performed reinforced the goals and objectives set forth in the HR Mod strategic plan and the corresponding accomplishments achieved by the HR Mod Project team thus far. These findings also served to support the project's path and direction as well as planned activities over the next 24 months. A further in-depth analysis of the survey results will be conducted and may reveal additional findings. Additional surveys will also be conducted and the data and findings will be used to help guide and shape HR Mod Project efforts.

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HR MODERNIZATION BASELINE SURVEY RESULTS AND FINDINGS NARRATIVE

Introduction

In September 2008, the Human Resources Modernization Project (HR Mod) developed a Baseline Survey designed to capture current human resources (HR) activities and innovative aspects of HR that departments have already implemented or accomplished, as well as establish baseline metrics that will assist in documenting and assessing future measurable successes. The survey contains a total of 48 questions, broken down into seven sections: Departmental Information, Recruitment and Selection, Planning and HR Related Efforts, Classification and Compensation, Training, Performance Management, and Workforce and Employee Retention. A copy of the survey is provided as **Attachment A**.

The State of California's business functions are performed by 166 departments, agencies, boards, and commissions. Several small agencies, boards, and commissions utilize larger departments to conduct their HR services. On September 18, 2008, the survey was distributed to 105 HR Administrators. These administrators are responsible for providing HR services for their respective departments and in some instances small boards and commissions. The distribution list containing the names of the HR Administrators was obtained through the Personnel Officer address book within DPA's Outlook Address Book. HR Administrators were asked to coordinate responses with individuals throughout their respective organizations as appropriate. They were not asked or required to provide input for the boards or commissions they service. The deadline for survey responses was November 3, 2008. This report provides a summary of the results of the Baseline Survey.

Survey responses were received from 74 departments. The size breakdown of the departments that provided responses is as follows:

- Small (less than 1,000 employees) – 47 (63.5%)
- Medium (1,000 to 4,000 employees) – 15 (20.3%)
- Large (more than 4,000 employees) – 12(16.2%)

Survey Results

The survey started by asking departments to list, in rank order (1 being the most difficult), the five hardest to recruit classifications. All 74 respondents provided input to this question; however, not all identified explicit classification data. Forty-three (58%) departments submitted general information by either indicating a classification series (e.g., IT Series), a working title, or unspecific classification level or type (e.g. programmer analyst). Thirty-one (42%) departments gave the explicit classification title for each hard to recruit classification. The classifications were categorized into occupational groups using the State of California's Schematic Arrangement of classifications as a guide. The Schematic Arrangement uses a

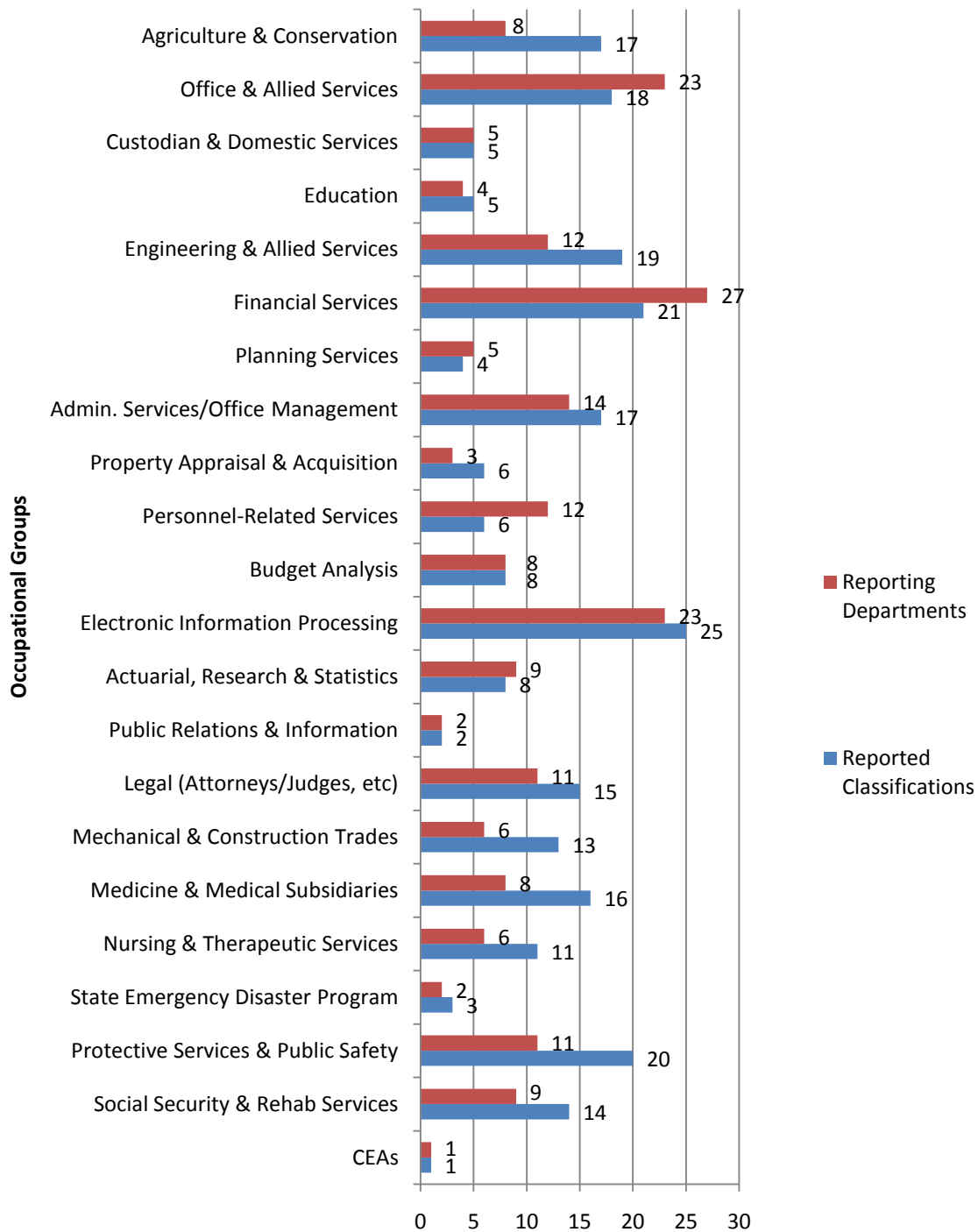
4-digit alpha/numeric code to cluster classifications with broad and similar characteristics into occupational groups. The hard to recruit occupational groups are presented in the order they appear in the Schematic Arrangement. A list of all classifications submitted is provided as **Attachment B**. The following table provides a breakdown of the total number of classifications represented in each occupational group and the Collective Bargaining Identifier (CBID) breakdown of the classifications, when available. When classification series or unspecific classifications were identified in a response, they were counted as “unidentifiable” for the purposes of this recorded finding.

Hard to Recruit Occupational Groups By Classification Level						
Occupational Group	Classification Level R= Represented; S=Supervisory; M=Managerial; U=Unidentified*; E=Exempt					Total
	R	S	M	U*	E	
Agriculture & Conservation	11	2	0	4	0	17
Office & Allied Services	17	0	0	1	0	18
Custodian & Domestic Services	4	1	0	0	0	5
Education	2	0	1	2	0	5
Engineering & Allied Services	16	2	0	1	0	19
Financial Services	13	3	0	4	1	21
Planning Services	3	0	1	0	0	4
Admin. Services/Office Management	13	3	0	0	0	16
Property Appraisal & Acquisition	5	1	0	0	0	6
Personnel-Related Services	4	1	0	1	0	6
Budget Analysis	3	0	0	3	2	8
Electronic Information Processing	13	2	2	5	3	25
Actuarial, Research & Statistics	7	1	0	0	0	8
Public Relations & Information	1	0	1	0	0	2
Legal (Attorneys/Judges)	13	1	0	1	0	15
Mechanical & Construction Trades	11	0	0	0	2	13
Medicine & Medical Subsidiaries	9	1	2	4	0	16
Nursing/Therapeutic Services	6	2	0	3	0	11
State Emergency Disaster Program	3	0	0	0	0	3
Protective Services & Public Safety	17	1	0	2	0	20
Social Security & Rehab Services	9	0	1	1	3	14
Career Executive Assignments (CEAs)	0	0	1	0	0	1
* Classification series or unspecific classifications were counted as “unidentifiable” for the purposes of this finding.						

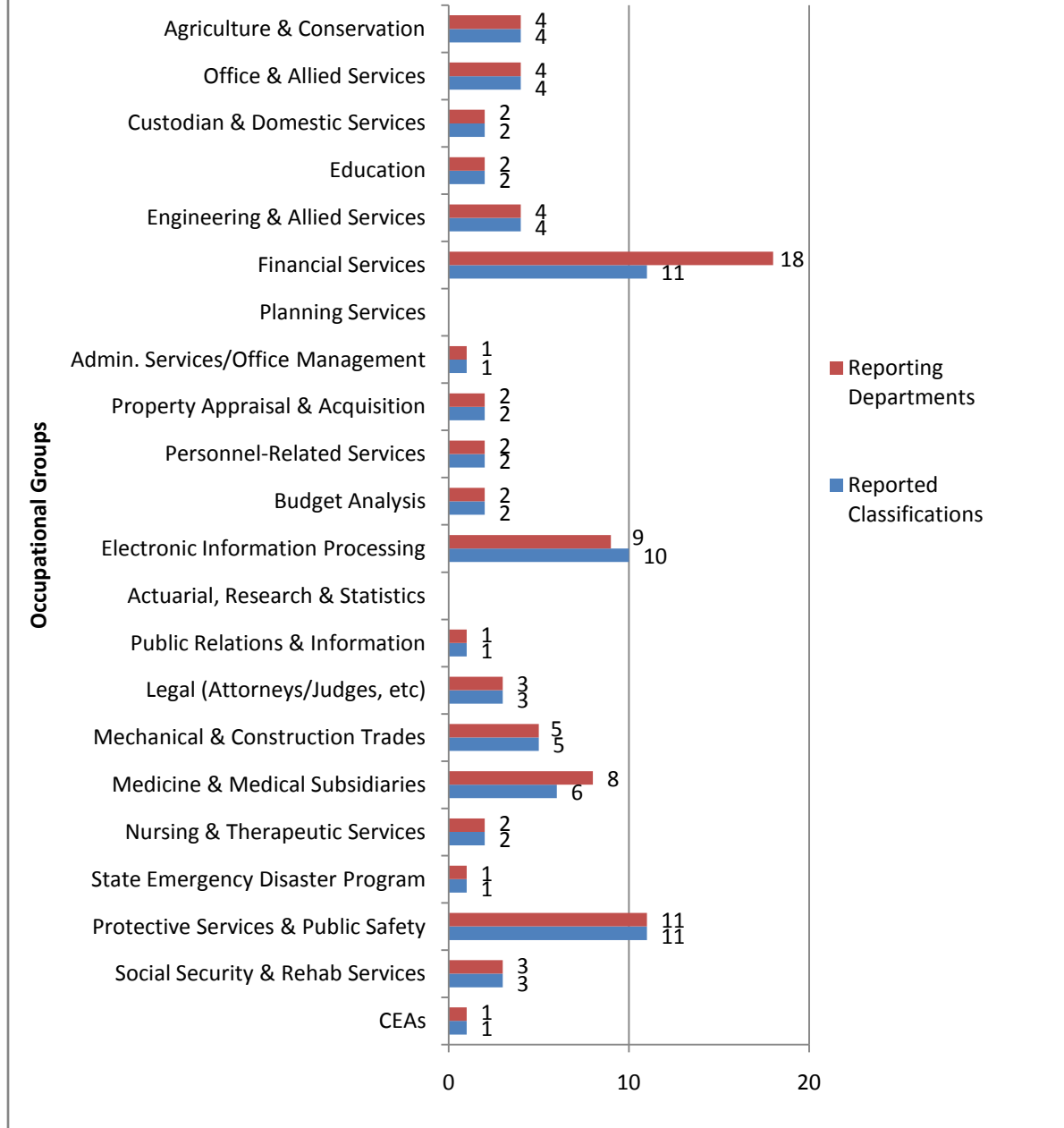
The following six charts provide an overview of the occupational groups by showing the number of hardest to recruit classifications within each occupational group and the number of departments that reported the classifications as hard to recruit. The first table provides an illustration of the hardest to recruit occupational groups overall (ranks 1–5), while the remaining five charts represent the breakdown by ranking. When more than one department reported a classification as hard to recruit, the number of reporting departments is higher than the number of recorded classifications. Conversely, when departments reported more than one classification as hard to recruit within an occupational group, the number of reporting departments is less than the number of reported classifications.

Hard to Recruit Classifications

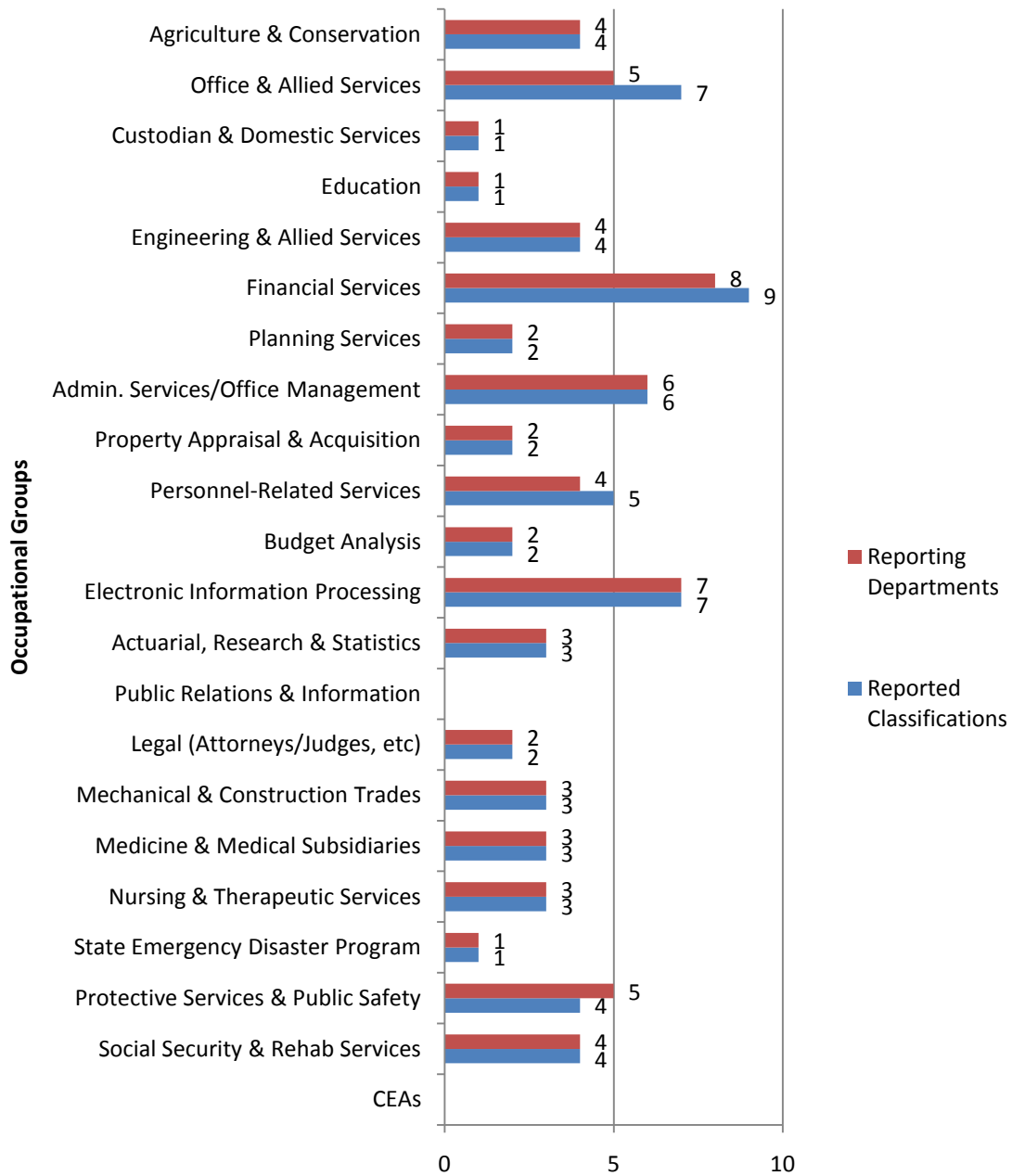
Overall



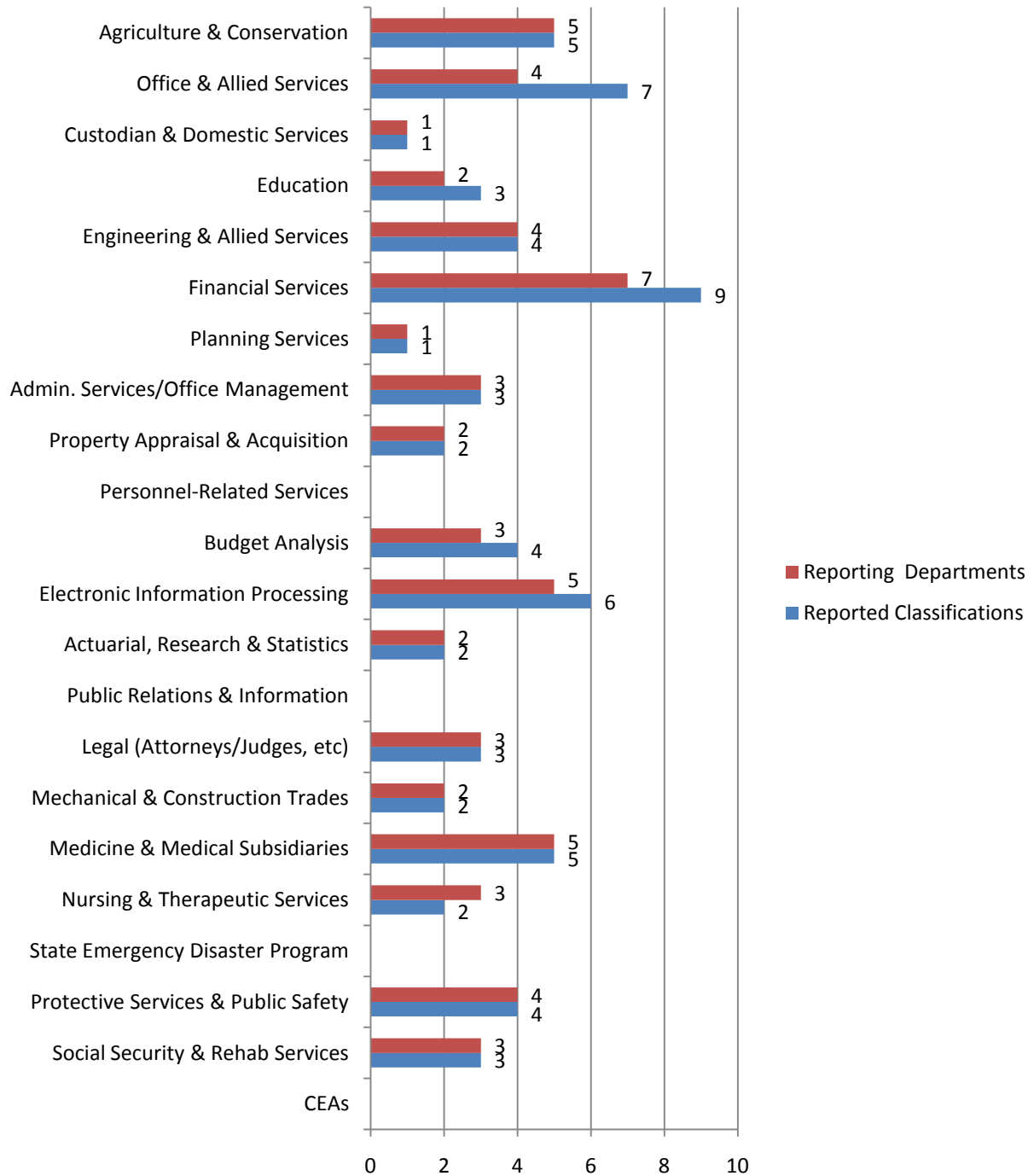
#1 Hardest to Recruit



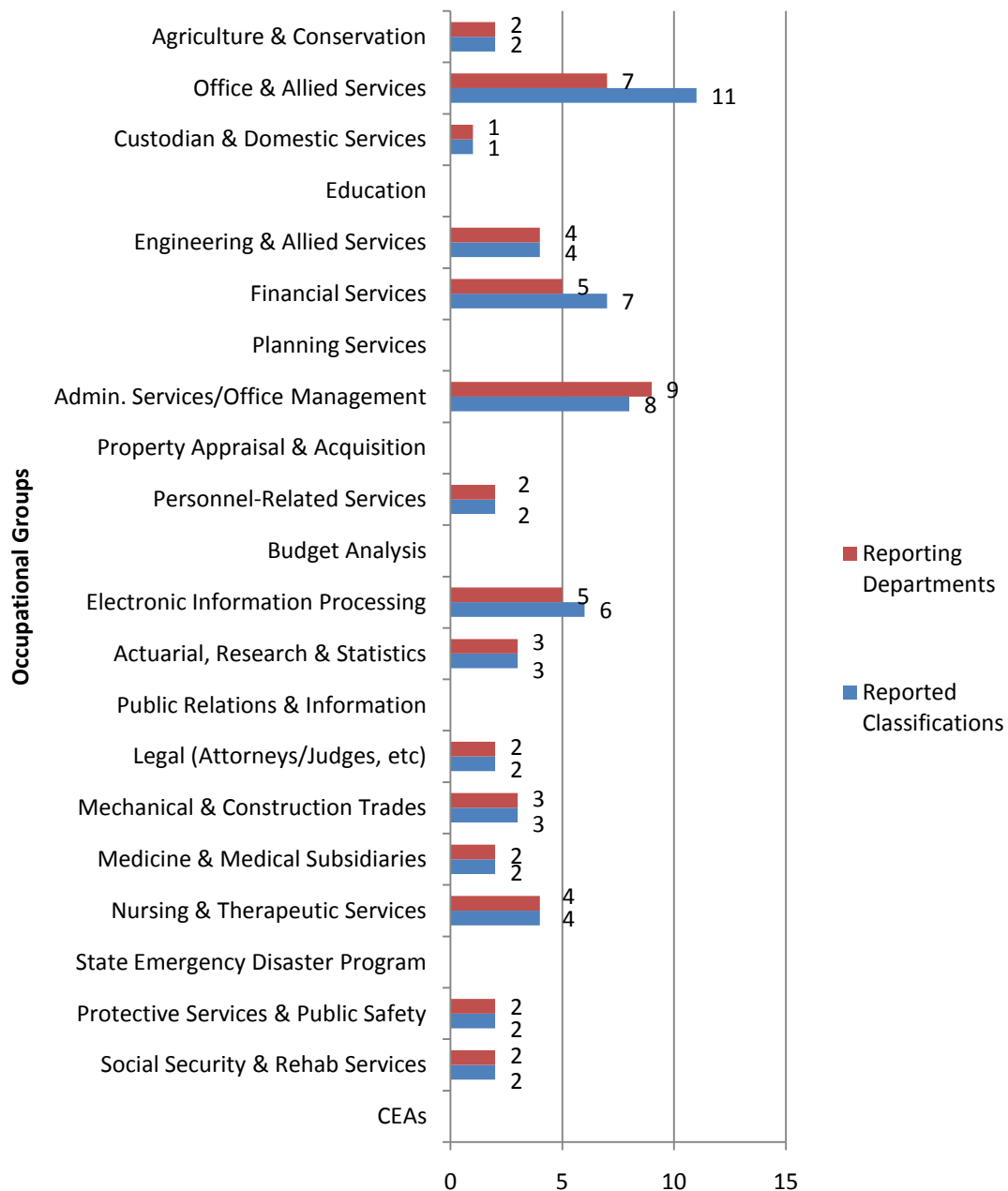
#2 Hardest to Recruit



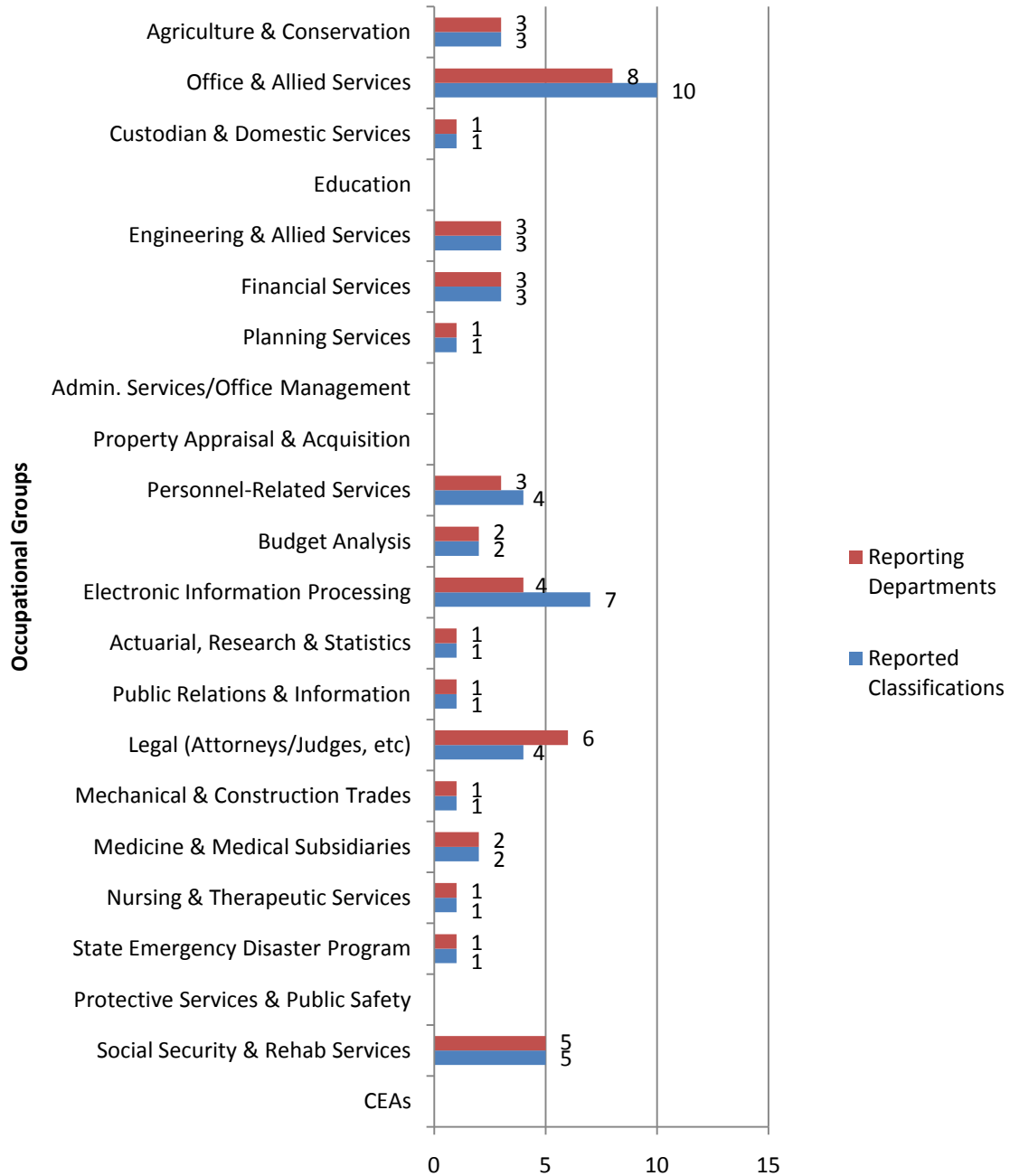
#3 Hardest to Recruit



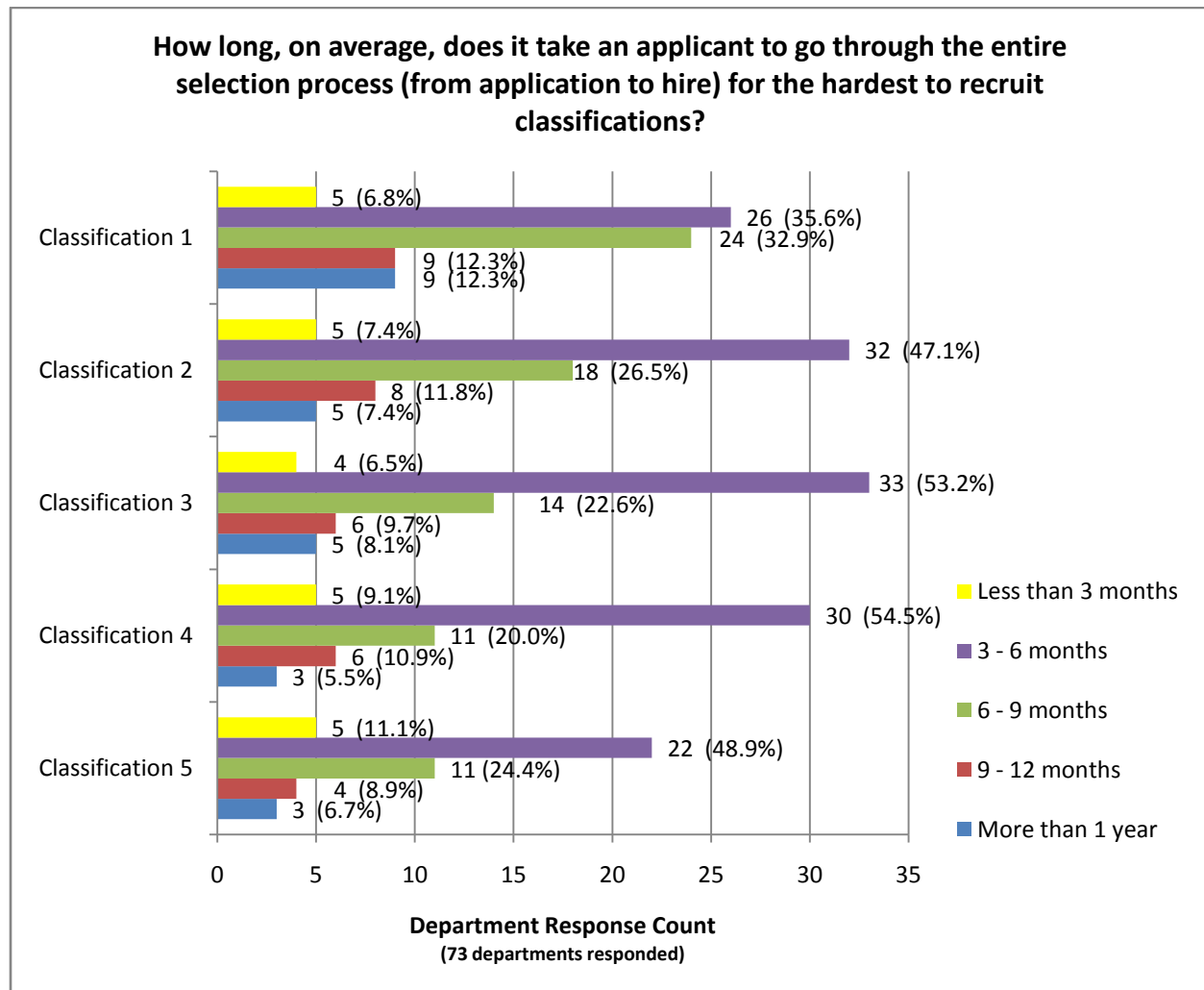
#4 Hardest to Recruit



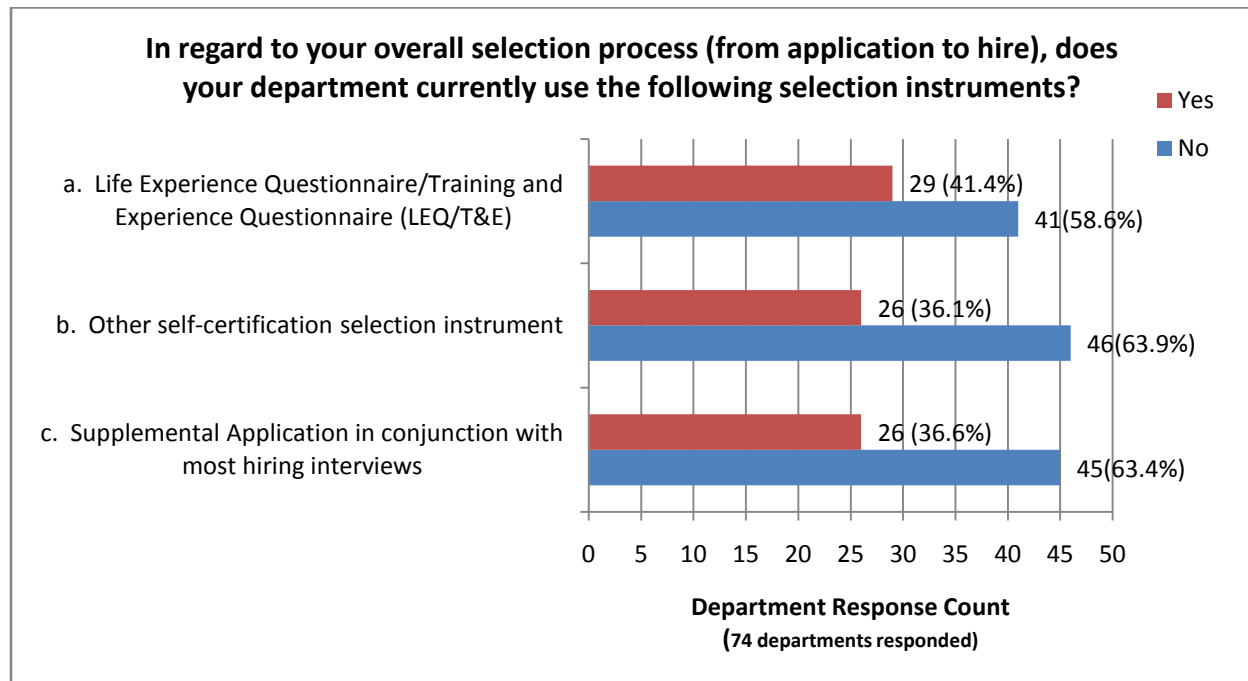
#5 Hardest to Recruit



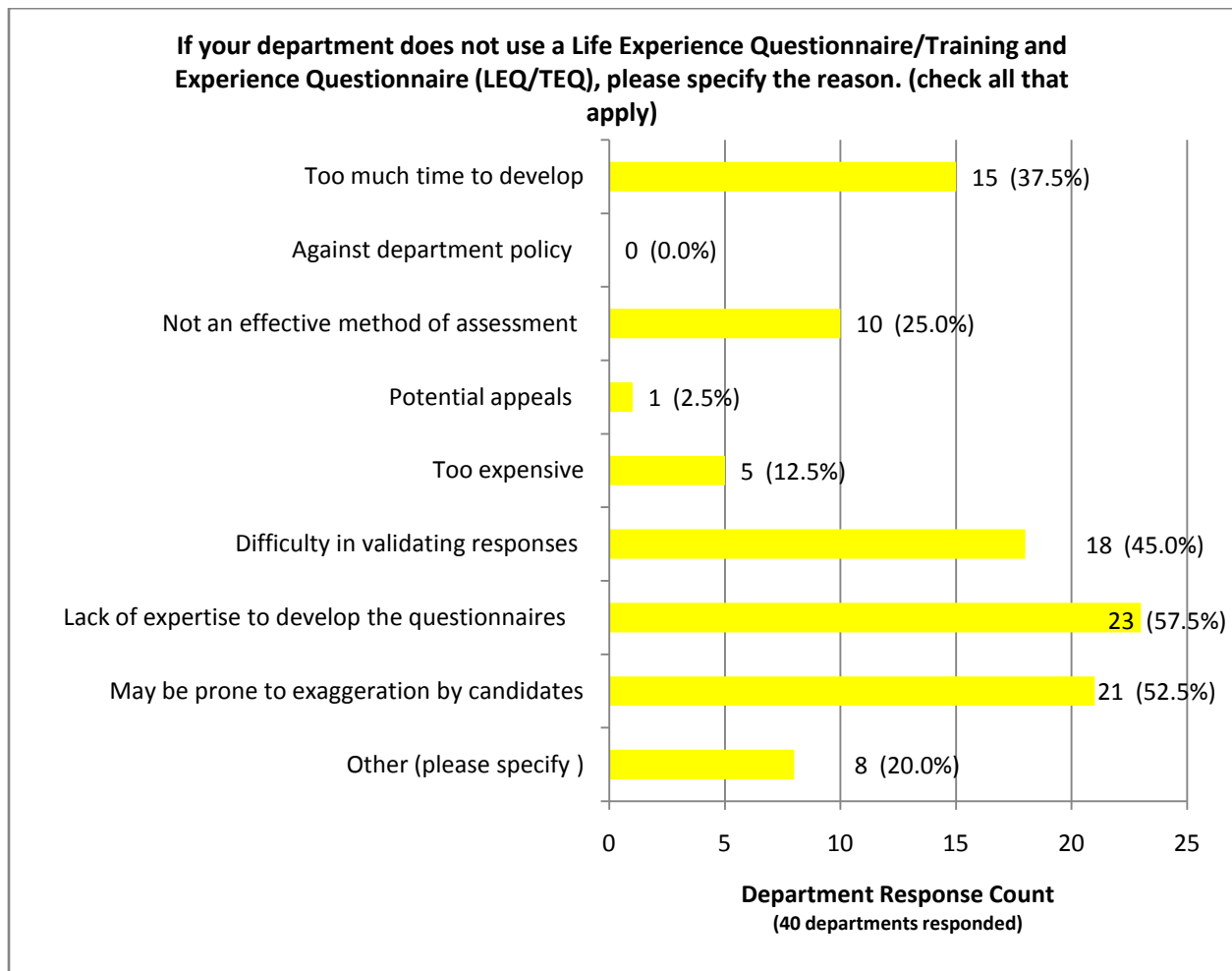
In addition to providing the five hardest to recruit classifications, departments were also asked to provide the average length of time it takes an applicant to go through the selection process (from application to hire) for each of the 5 hardest to recruit classifications. A total of 73 departments responded to this question with the following results:



Departments were asked if they currently utilize specific selection instruments in their overall selection process (from application to hire). A total of 74 departments responded to this question with the following results:

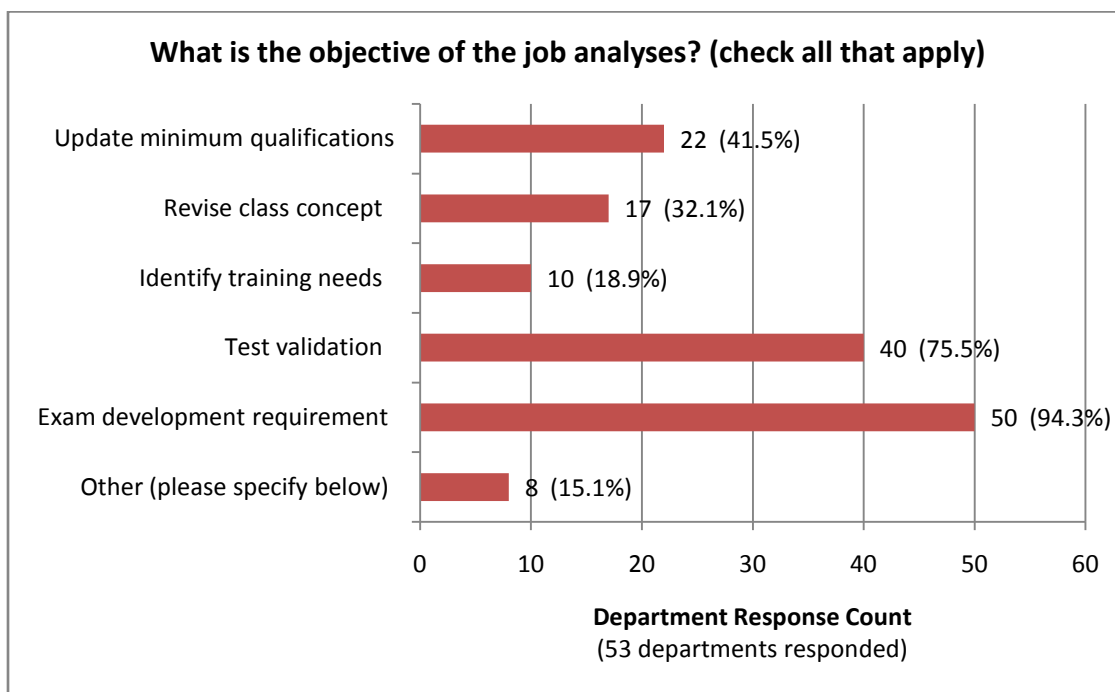


A total of 41 departments responded that they do **not** currently use a Life Experience Questionnaire/Training and Experience Questionnaire (LEQ/TEQ) in the selection process. As a follow-up, these departments were asked to provide the reason(s) why they do not use the selection instrument. Forty (40) of the 41 departments responded to this question. The following chart provides an overview of the responses. Eight departments provided additional information in the category titled “other.” Information provided in this category reiterated a lack of staff and knowledge to create such questionnaires as a reason for not using the LEQ/TEQ.

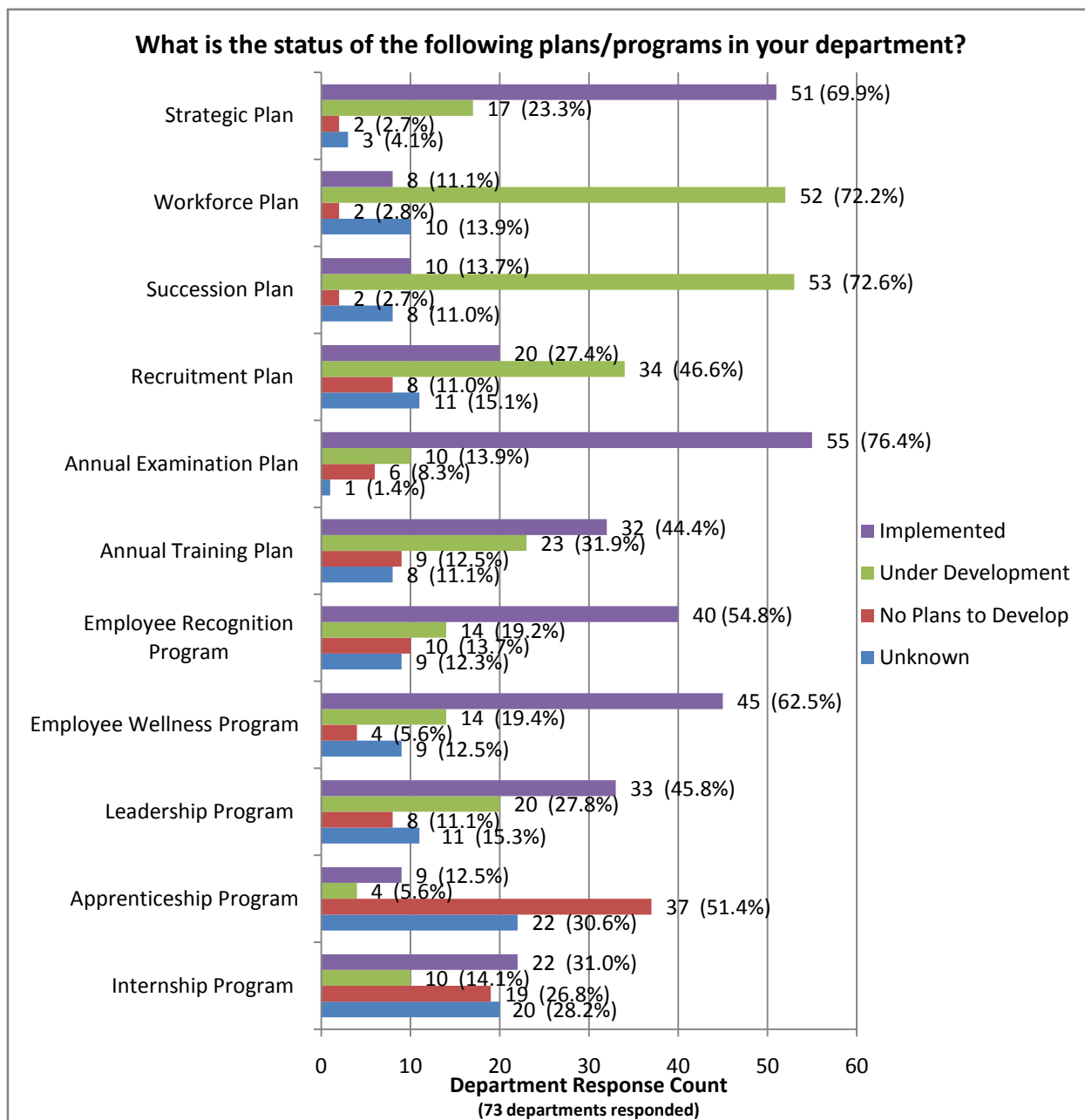


Departments were asked to provide the total number of examinations their organization administers each year and, of that total, how many are administered on an “open” basis. Seventy-three (73) departments answered both questions. Between the 73 responding departments 2,842 examinations are administered annually (an average of 39 per department), and 1,388 (48.8%) of those examinations are administered on an “open” basis.

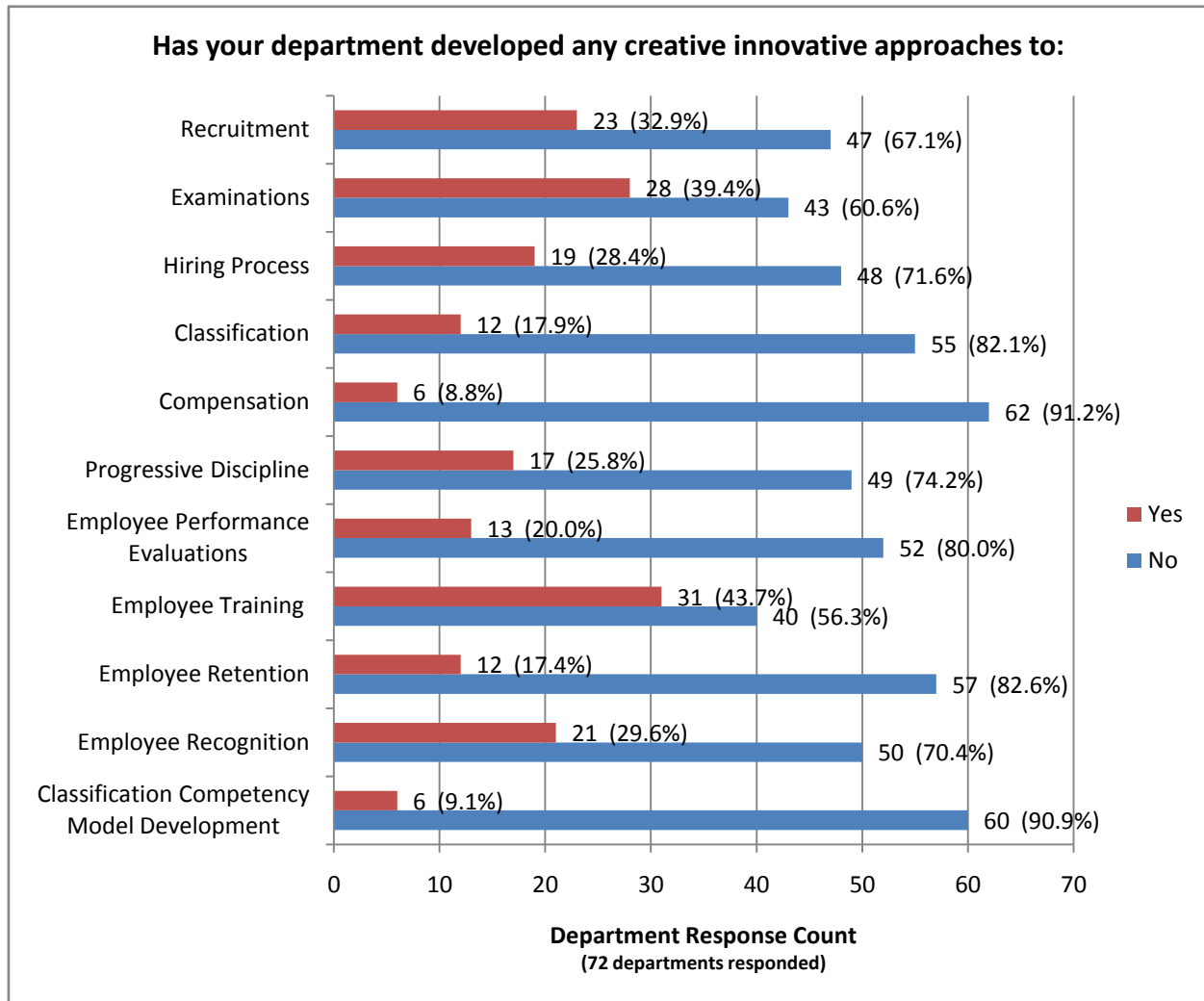
Fifty-three (53) 72.6% of the 73 responding departments indicated they are currently conducting job analyses. Those 53 departments were asked to provide the objective(s) of the job analyses. The following chart presents the results. In addition, 9 responses were provided in the category titled “other.” These responses identified compliance with return to work issues, reasonable accommodation and the need to have a constant flow of updated and reliable information to make better employment decisions, save money, and increase productivity as other objectives for conducting a job analysis.



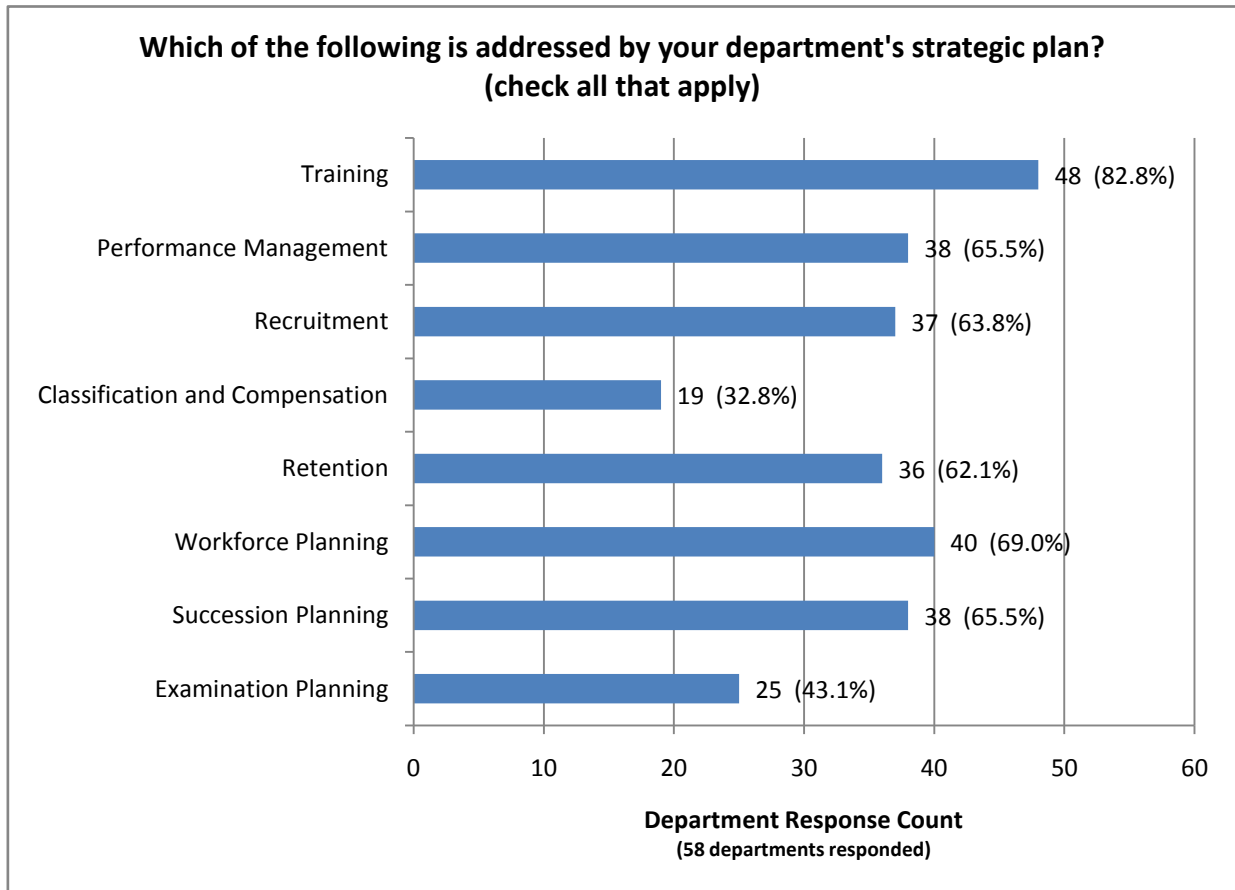
Departments were asked to provide the status of eleven different types of departmental plans/programs. A total of 73 departments responded to various items contained in this question with the following results:



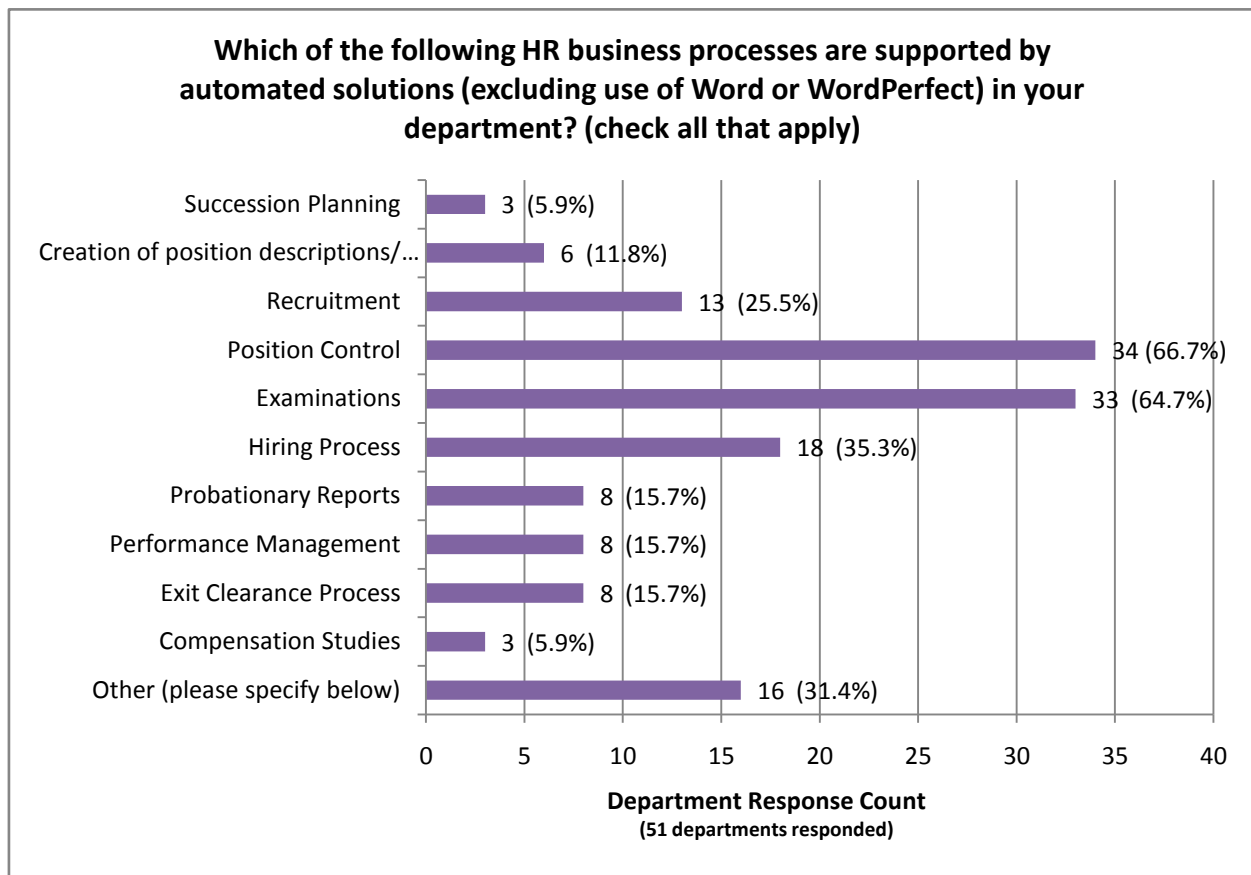
Departments were asked if they have developed any creative innovative approaches to specific HR-related areas. A total of 72 responded to this question with the following results:



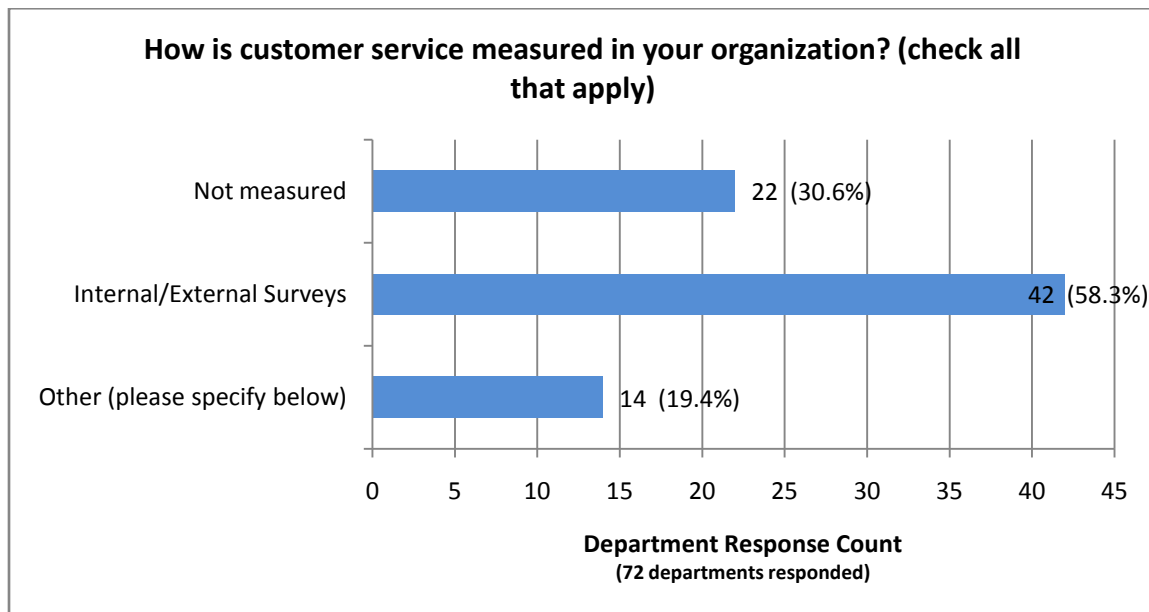
Departments were asked if their Strategic Plan was aligned with specific HR-related functions. A total of 58 departments responded to this question with the following results:



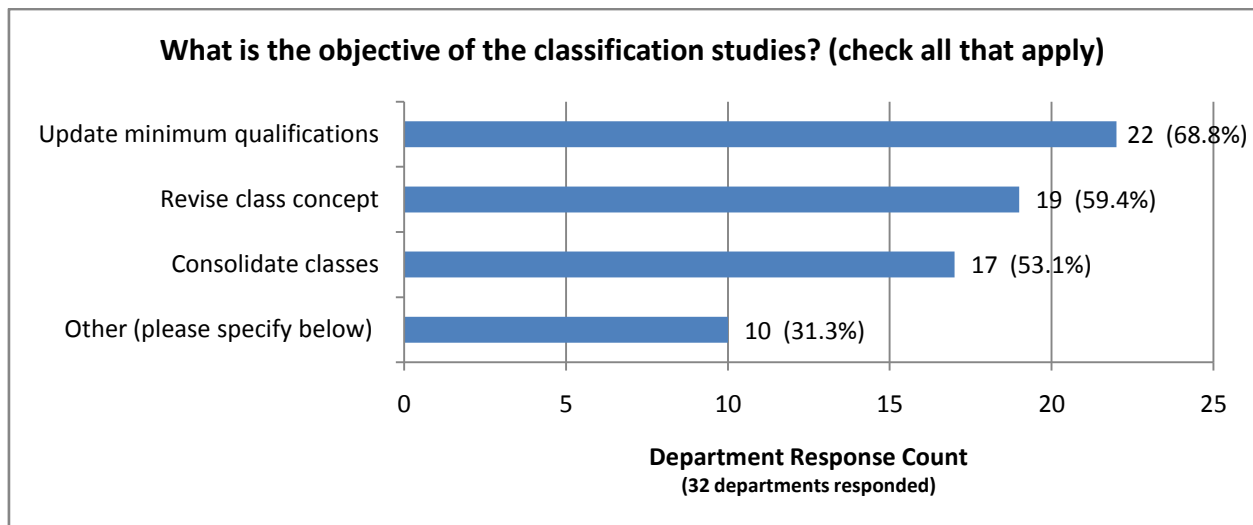
Departments were asked if specific HR processes were supported by automated solutions within their organization (excluding the use of Word or Word Perfect). A total of 51 departments responded to this question, and the results are provided in the following chart. In addition to the specific HR processes presented in the chart, 16 departments provided input through the response option titled “other. This information shows that departments are using automated solutions to address training, track Request for Personnel Action documents , create organizational charts, produce surveys, transfer employees within the department (law enforcement), and conduct job analyses.



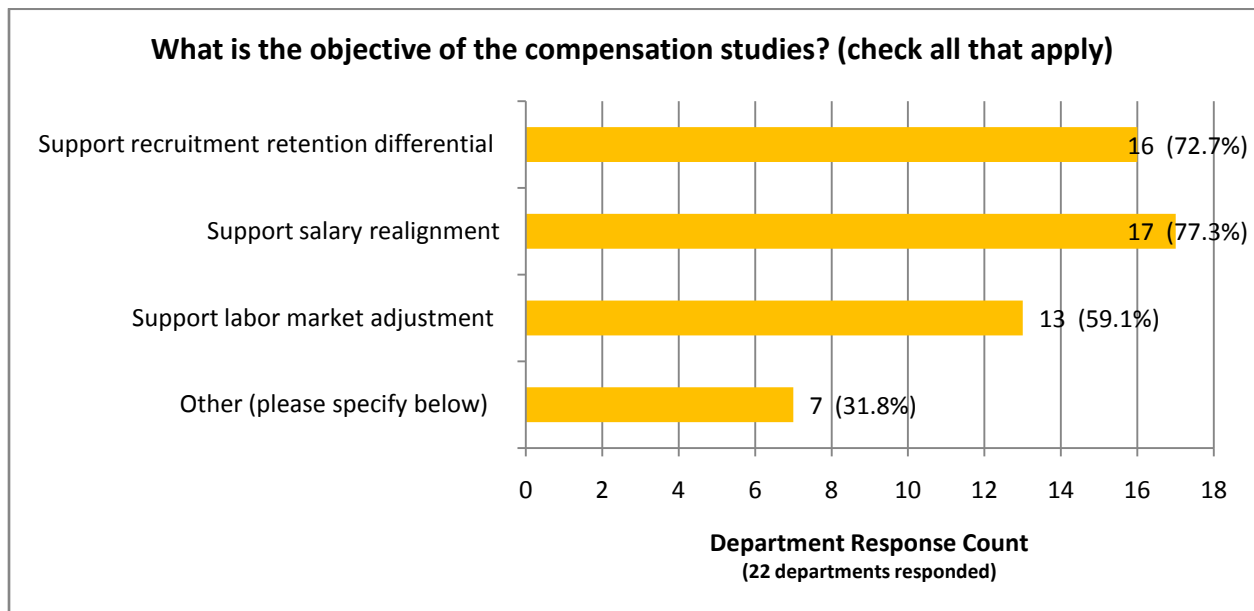
Departments were asked how they measure customer satisfaction within their organization. A total of 72 departments responded to this question with results provided in the following chart. Fourteen (14) additional responses were provided through the response category titled “other.” These responses show that departments are also using meetings and feedback forums to measure customer satisfaction.



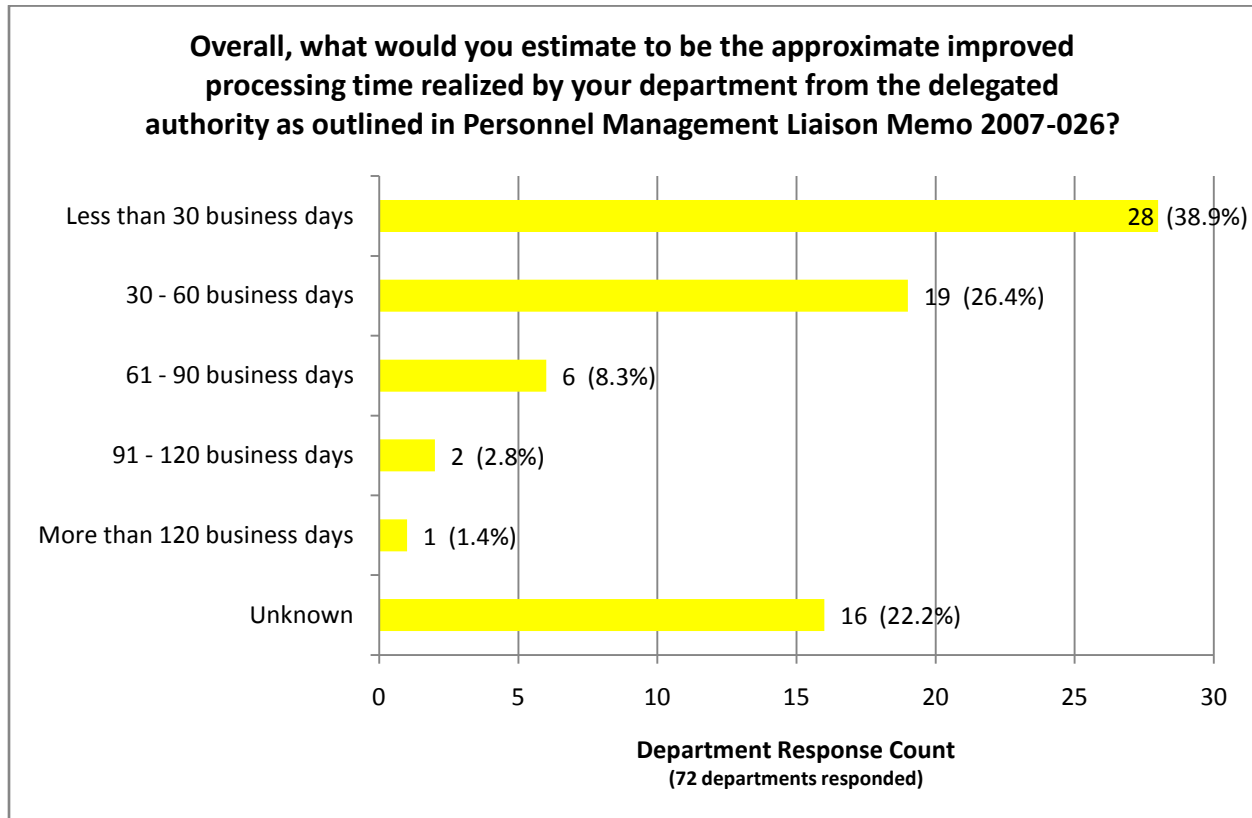
A total of 32 (43.8%) out of 73 responding departments indicated they are currently conducting classification studies. As a follow-up question, those 32 departments were asked to provide the objective(s) of their classification studies. In addition to the three objectives (responses) presented in the question (as shown in the following chart), 10 departments provided additional input through the response category of “other.” This information shows that departments are also conducting classification studies to create new classes, create a deep class for an existing classification, and address salary issues.



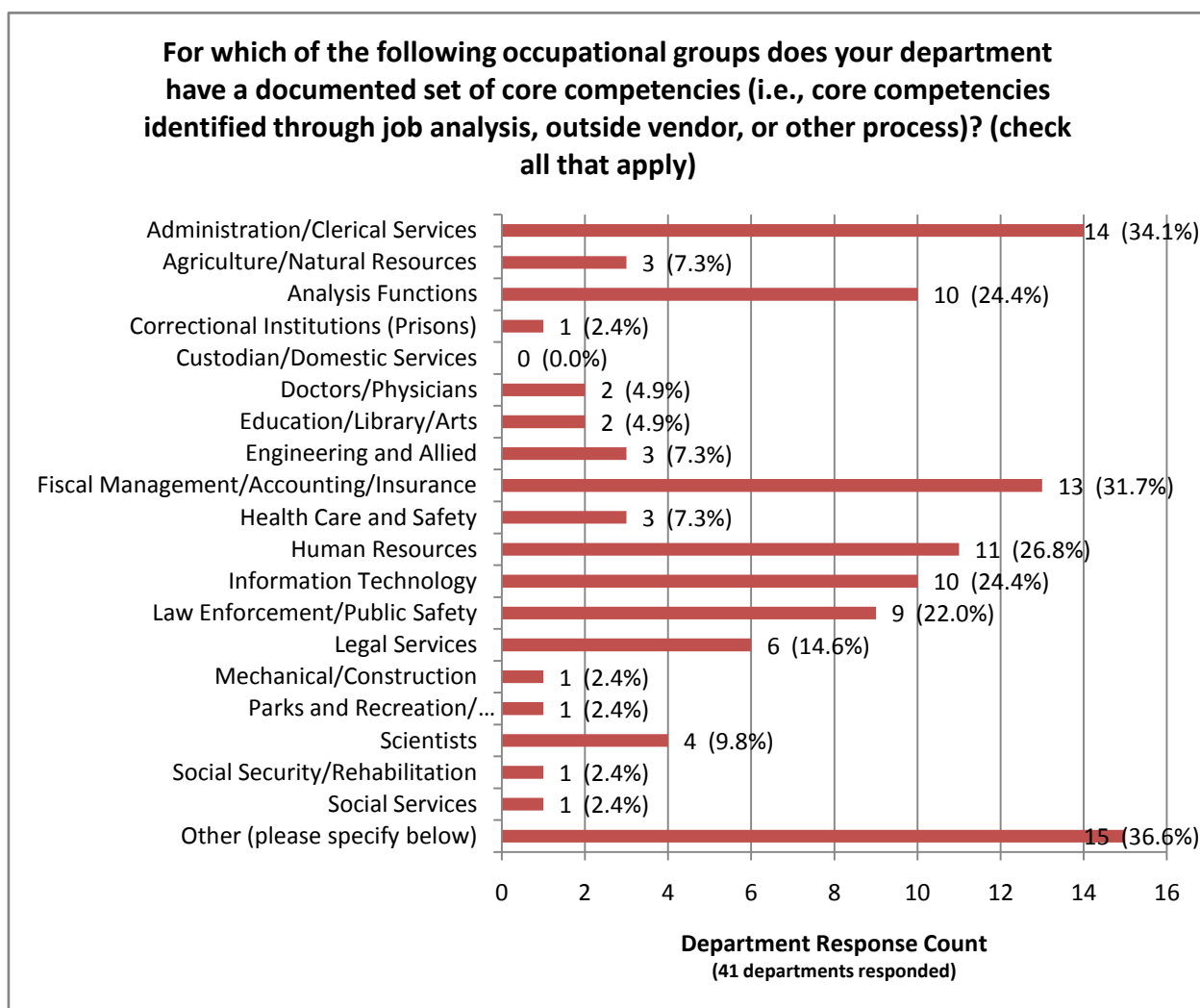
A total of 22 (30.6%) out of 72 responding departments indicated they are currently conducting compensation/salary studies. As a follow-up question, those 22 departments were asked to provide the objective(s) of their compensation/salary studies. In addition to the three objectives (responses) presented in the question (as shown in the following chart), seven departments provided additional input through the response category of “other.” While most of the responses reiterated the objective of retaining current staff and addressing pay differentials.



Personnel Management Liaison Memorandum (PML) 2007-026 was released in September 2007. This PML delegated approval authority to departments including, but not limited to, backdating allocations, managerial out-of-class assignments, and backdating appointments. Departments were asked to give an estimate of the approximate improved processing time realized as a result of this PML. A total of 72 departments responded to this questions with the following results:

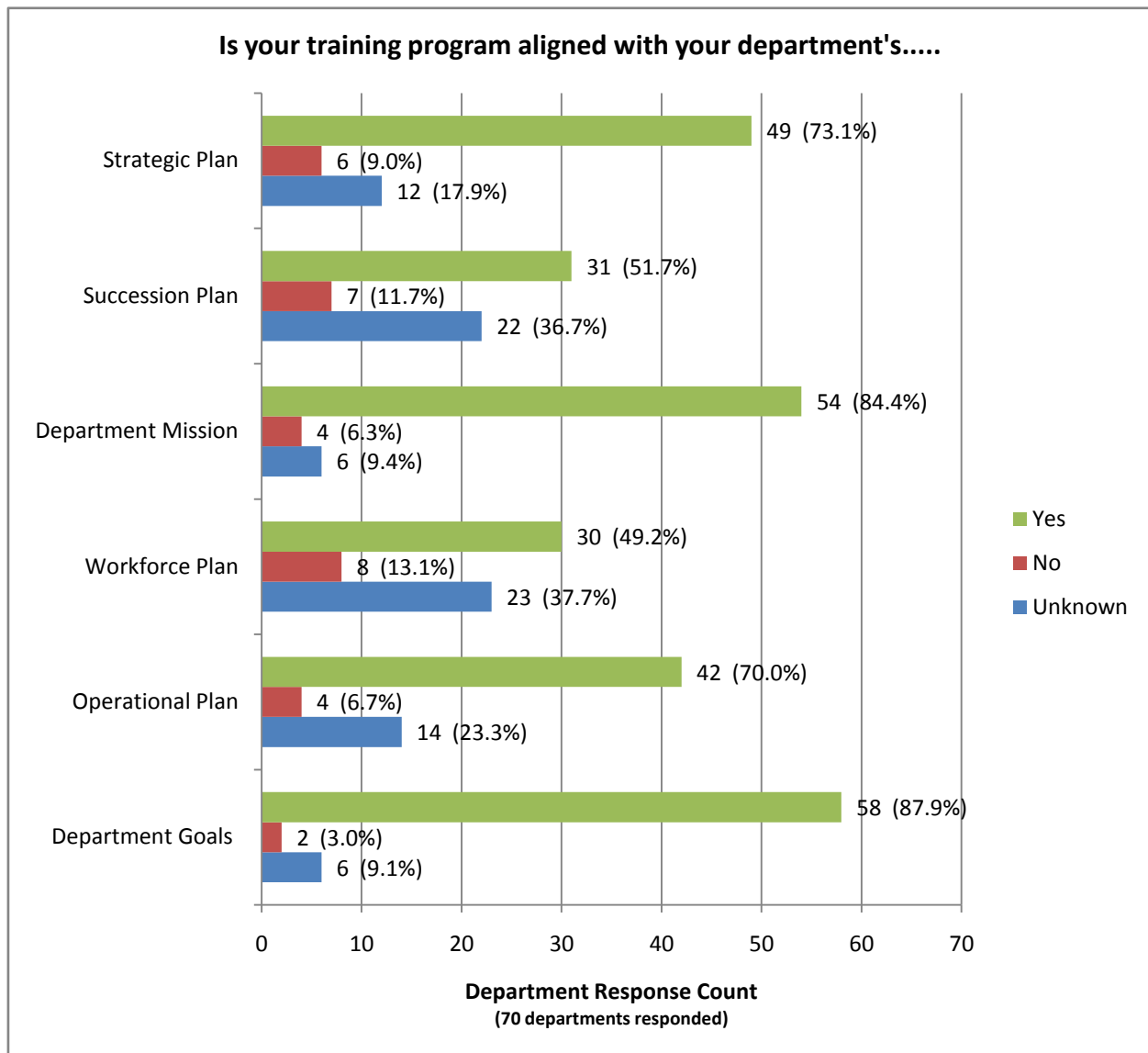


Departments were asked if they had a documented set of core competencies (i.e., core competencies identified through job analysis, outside vendor, or other process). Nineteen (19) specific occupational groups were provided as possible responses, along with a response of “other” for any additional occupational groups. In addition to the information provided in the following chart, the information obtained from the “other” category shows that departments also have a documented set of core competencies specifically for supervisors and managers, law enforcement professionals, and department chaplains. Forty-one (41) departments responded to this question with the following results:

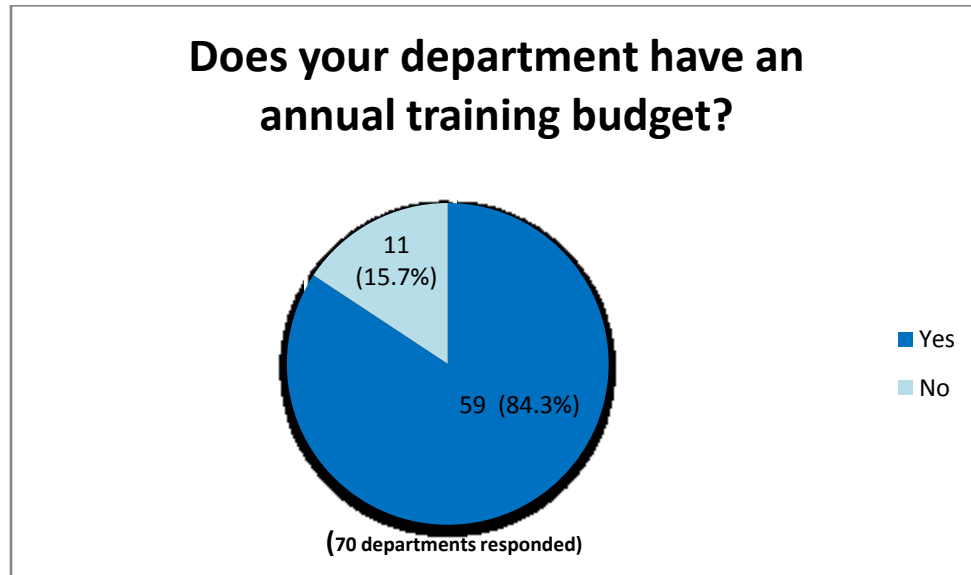


A total of 61 departments responded to the question “What percentage of your department’s classifications have defined career ladders?” The results show that an average of 18.7% of classifications have defined career ladders.

Departments were asked if their training program was aligned with specific department plans and goals. A total of 70 departments responded to this question with the following information:



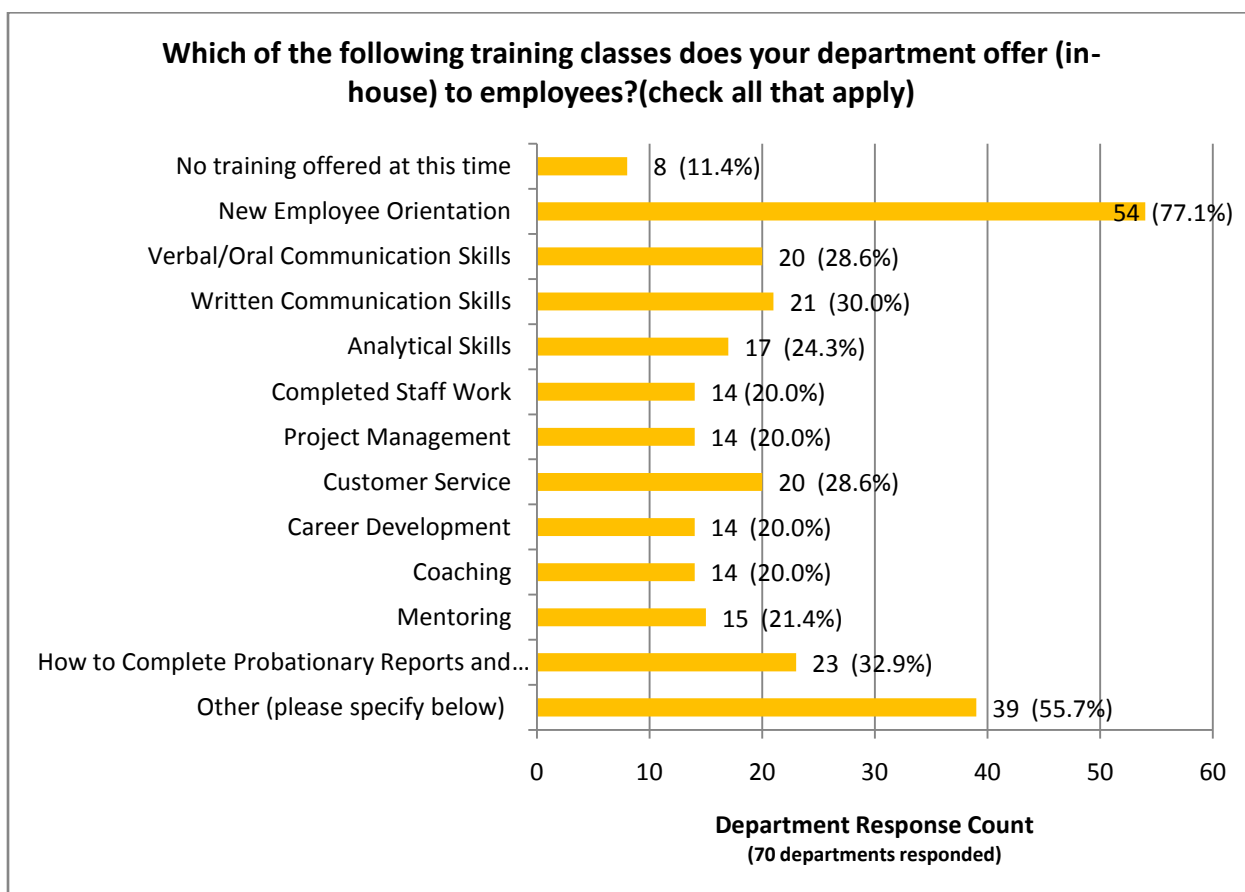
Departments were asked if they had an annual training budget. A total of 70 departments responded to this question with the following results:



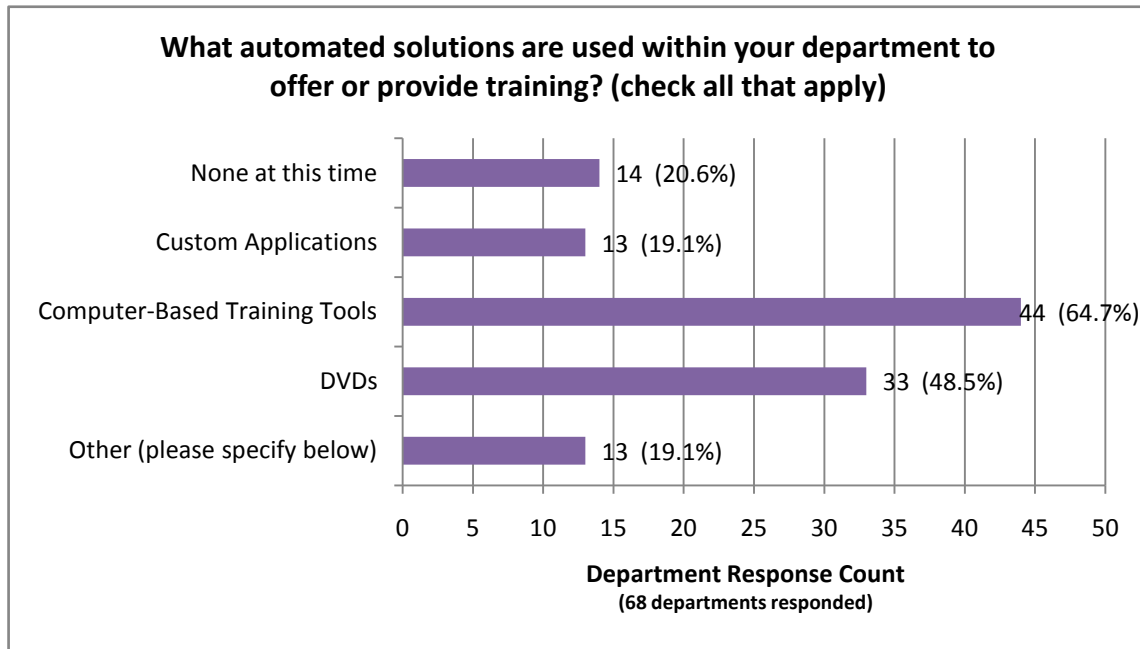
Departments were asked “Which of the following training classes does your department offer (in-house) to employees? (Check all that apply).” In addition to the eleven training areas provided as responses, an “other” response category provided departments the opportunity to submit other areas of training their organization offers internally. Thirty-nine (39) departments provided the following additional training areas:

Sexual Harassment	Various Computer-Related Courses
Manager/Supervisor Development	Defensive Driving
Meeting Facilitation	Training for Trainers
Law Enforcement-Related Training	Preparing for Oral Exams
Various Technical Courses	

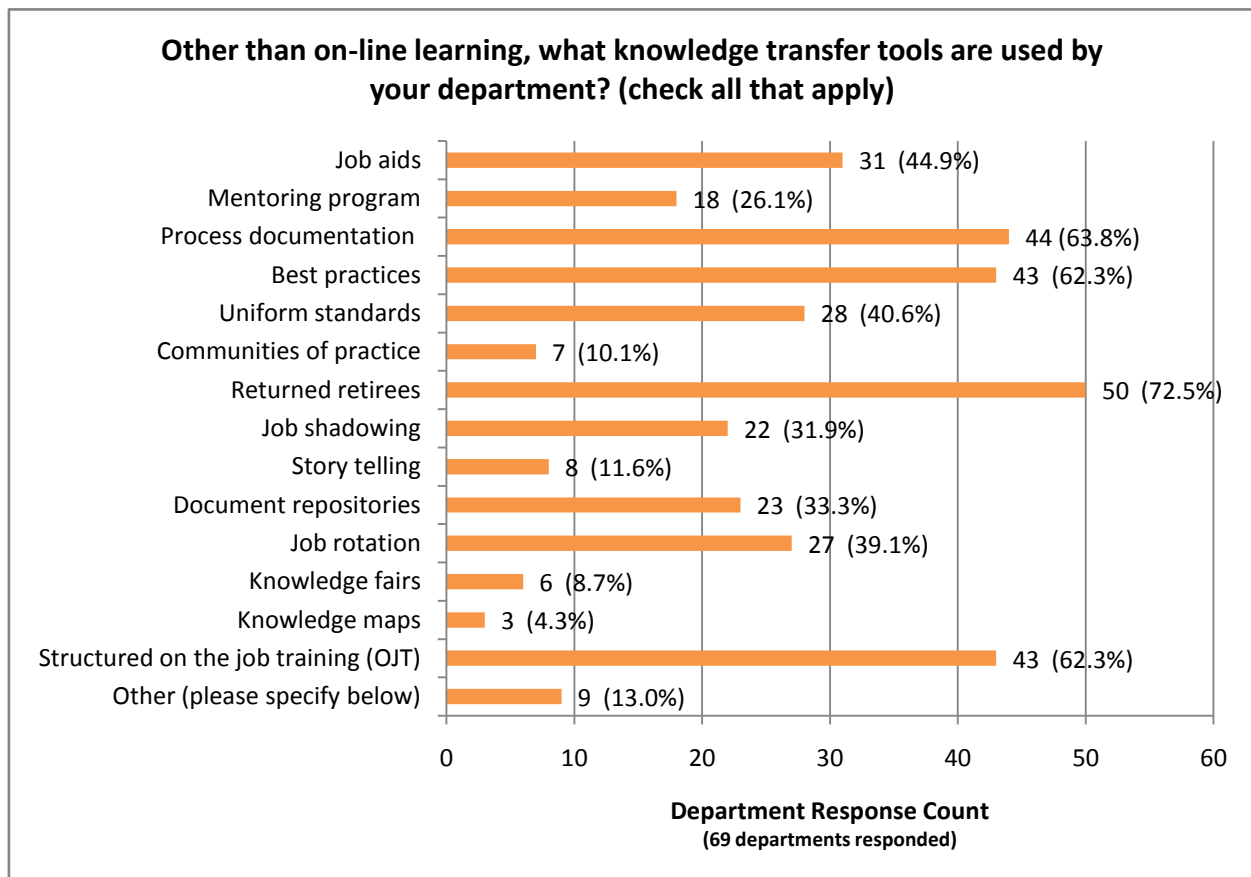
The following illustrates how departments responded to the specific responses provided in the question:



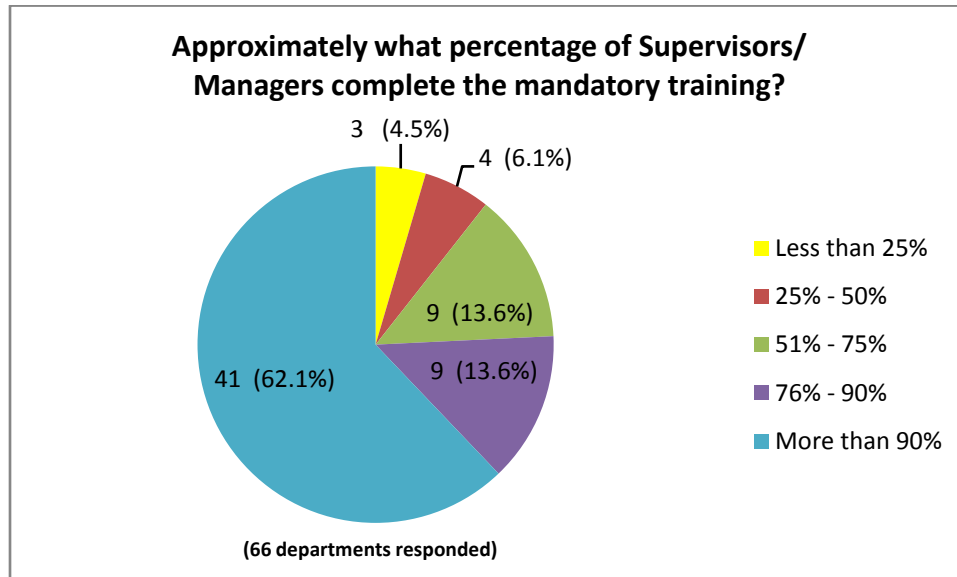
Departments were asked what automated solutions they use to offer or provide training. In addition to the specific responses provided in the question (results shown in the chart below), 13 departments provided additional information through the “other” response category where specific computer-based training tools were identified. Most responses identified the specific type of computer-based training tools used; however, one department did add “Video Conferencing” as another training tool used.



Other than on-line learning, departments were asked to identify what types of knowledge transfer tools are currently utilized within their organization. The following chart provides a summary of the responses. A total of 13 responses were provided in the response category of “other;” however, all entries fit into one of the other tools provided as a response within the question.

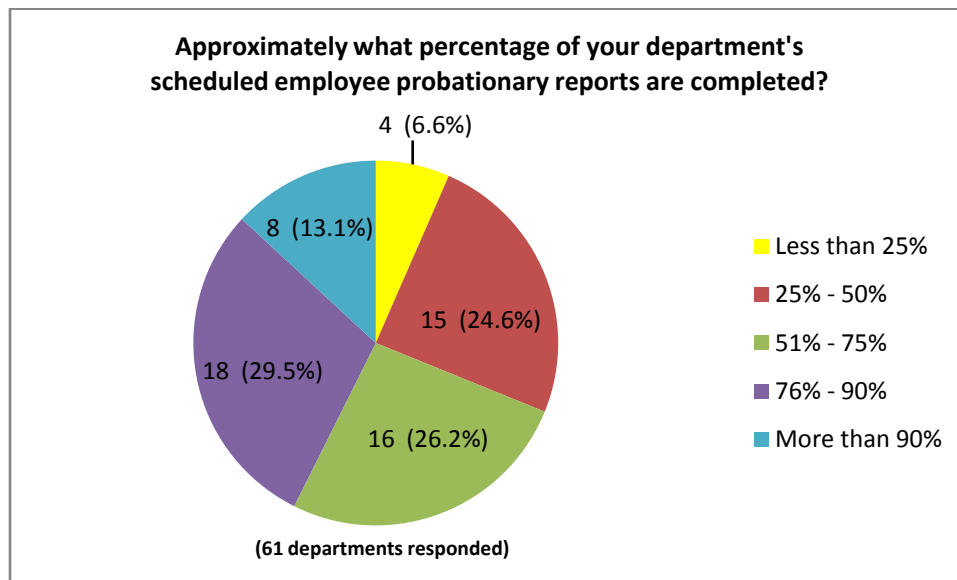


Departments were asked if their organization provided supervisor/manager training beyond the 80 hours required by G.C. Section 19995.4. Out of the 70 departments that responded to this question, 44 (62.9%) responded “yes,” and 26 (37.1%) responded “no.” Additionally, departments were asked to provide the percentage of supervisors/ managers who complete the mandatory training (as specified in G.C. Section 19995.4. A total of 66 departments responded to this question with the following results:

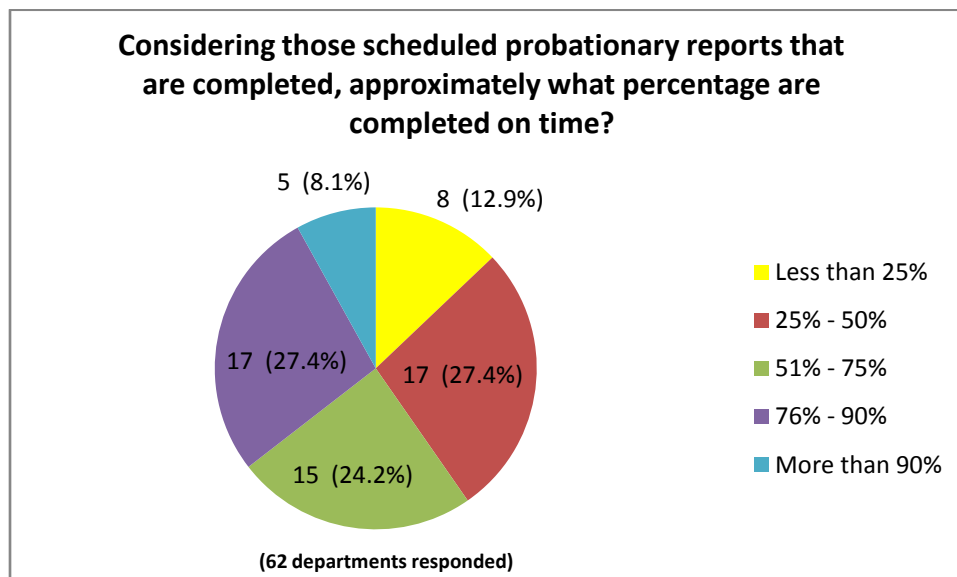


Departments were asked if their organization currently partners with other departments to offer training in common areas. A total of 71 departments responded to this question, 34 (47.9%) responded “yes,” and 37 (52.1%) responded “no.” In addition, departments were asked if they would be interested in participating in the development of a Human Resources Professional Academy. A total of 68 departments responded, 50 (73.5%) are interested in participating and provided a contact name for future communication.

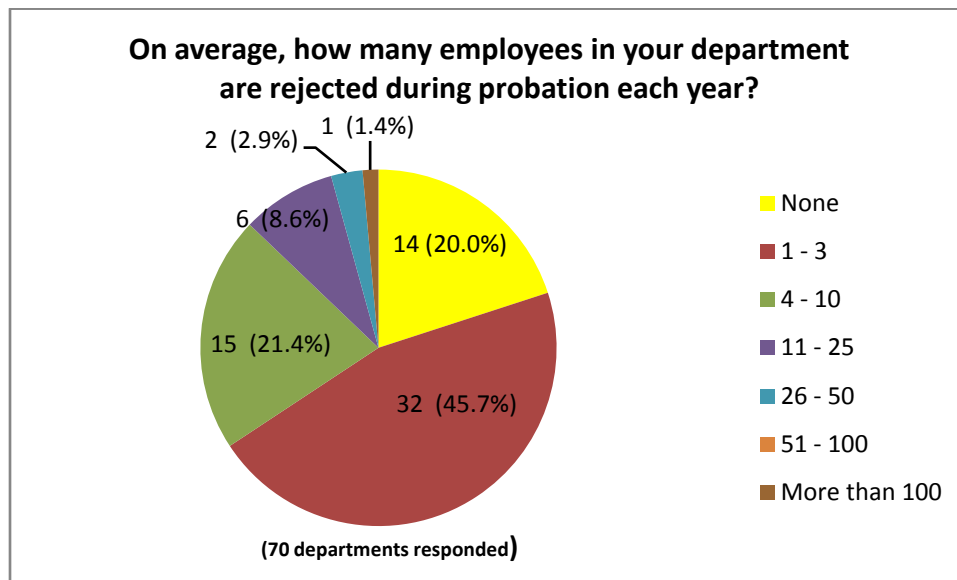
Departments were asked to provide the percentage of scheduled employee probationary reports that are completed. Sixty-one (61) departments responded to this question with the following results:



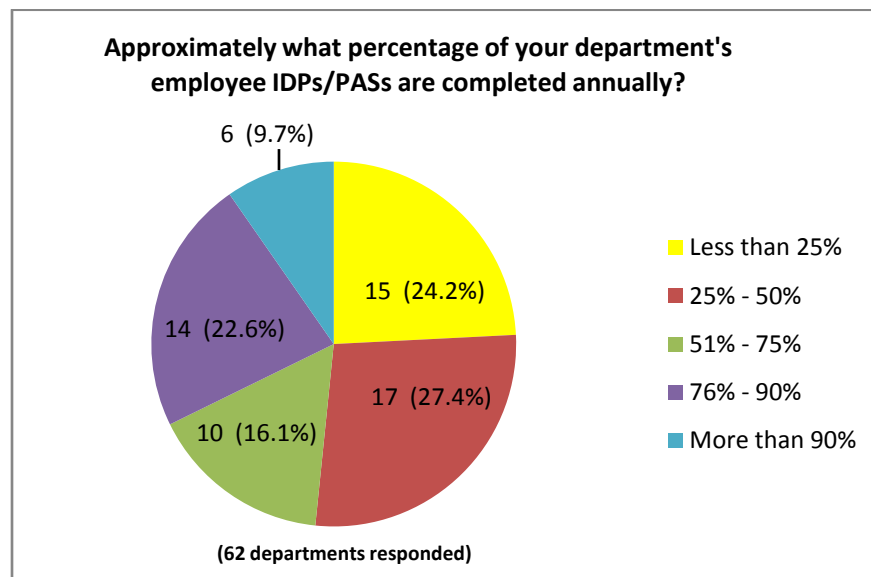
Departments were asked “Considering those scheduled probationary reports that are completed, approximately what percentage are completed on time?” Sixty-two (62) departments responded to this question with the following results:



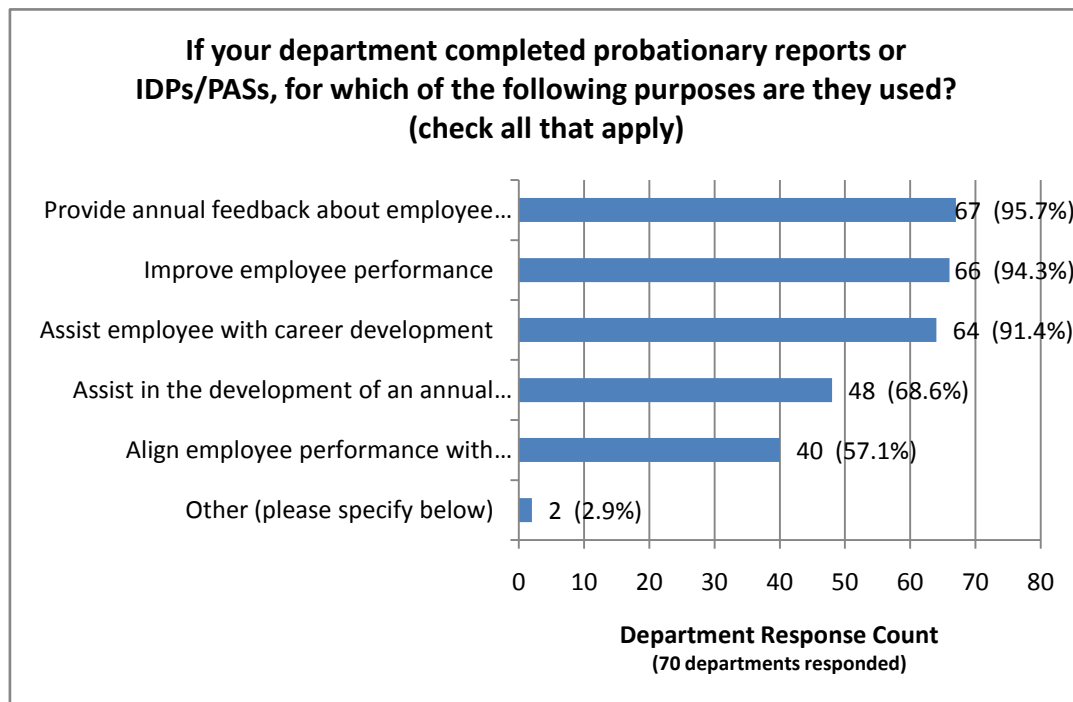
Departments were asked to provide the average number of employees who are rejected during probation each year. Seventy (70) departments responded to this question with the following results (Note: There were no responses to the option “51-100”):



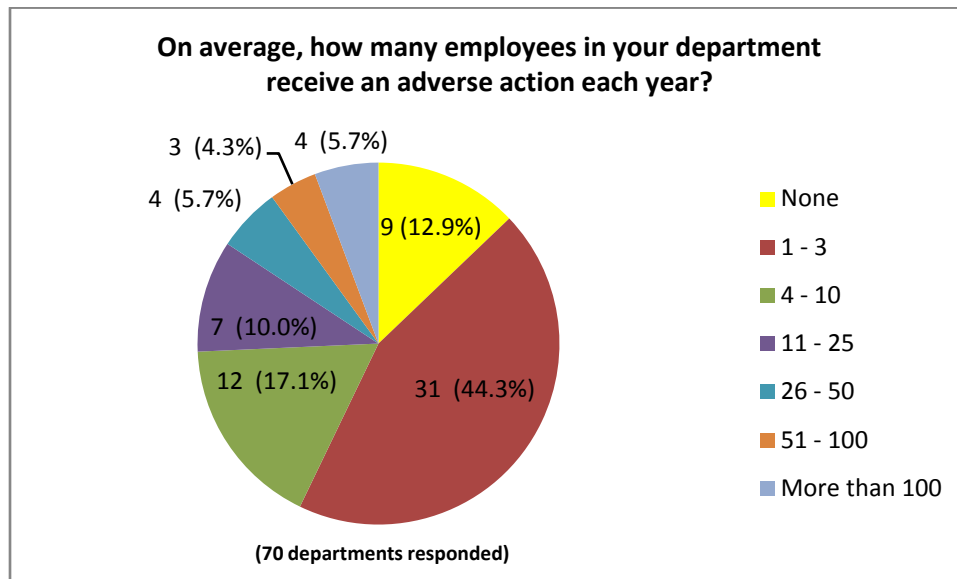
Departments were asked to provide the approximate percentage of the employee Individual Development Plans/Performance Appraisal Summaries (IDP/PAS) that are completed each year. Sixty-two (62) departments responded to this question with the following results:



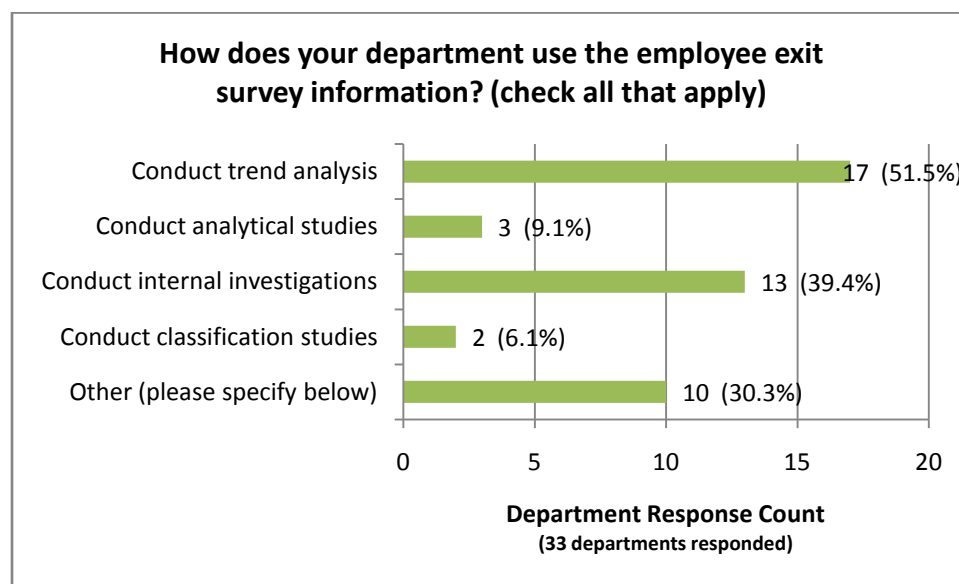
Departments were asked to identify how they use the information obtained from completed IDPs/PASs. In addition to the responses provided in the question (results shown in the following chart), information submitted in the response category of “other” shows that departments also use IDP/PAS information as documentation for employee discipline. A total of 70 departments responded to this question with the following results:



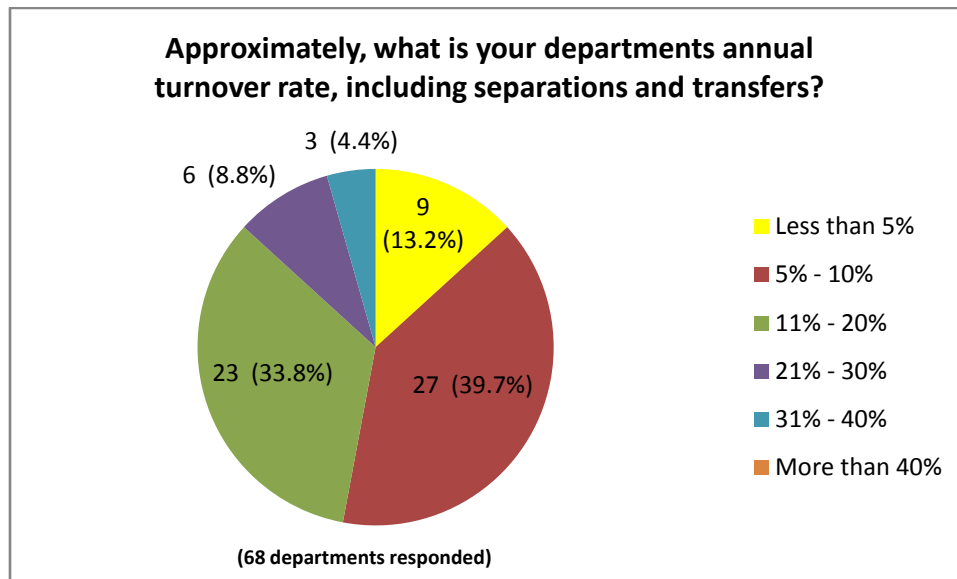
Departments were asked to provide the average number of employees who receive an adverse action each year. Seventy (70) departments responded to the question with the following results:



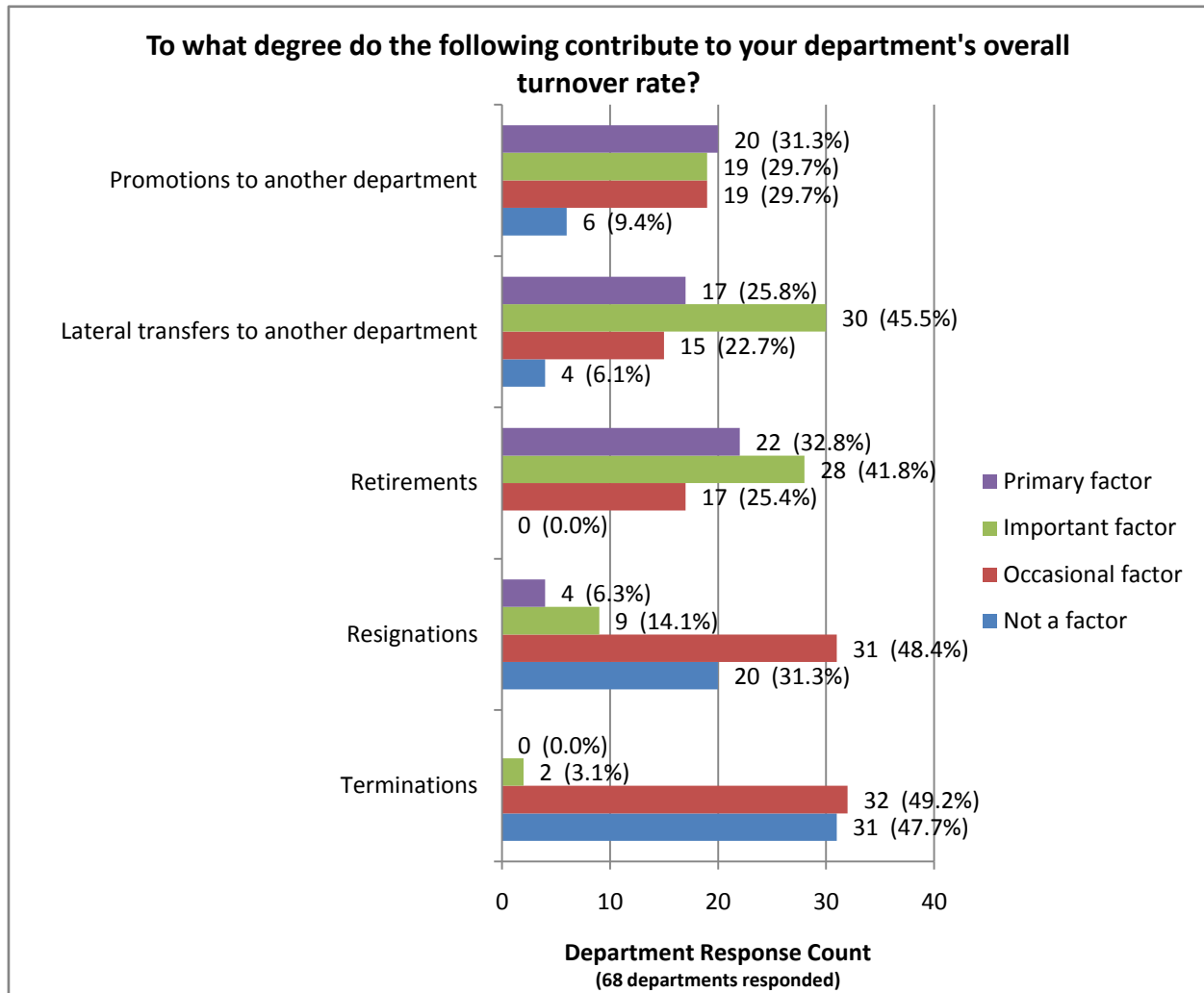
Departments were asked if their organization uses an employee exit survey to collect information regarding why an employee is leaving. A total of 71 departments responded to this question, 34 (47.9%) responded “yes,” and 37 (52.1%) responded “no.” Those departments that responded “yes,” were asked to identify how the employee exit survey is used. A total of 33 departments responded to this question. In addition to the responses provided within the question (results shown in the following chart), information obtained from the response category “other,” shows the employee exit survey data is also used to collect state property assigned to the employee and identify problems within the organization.



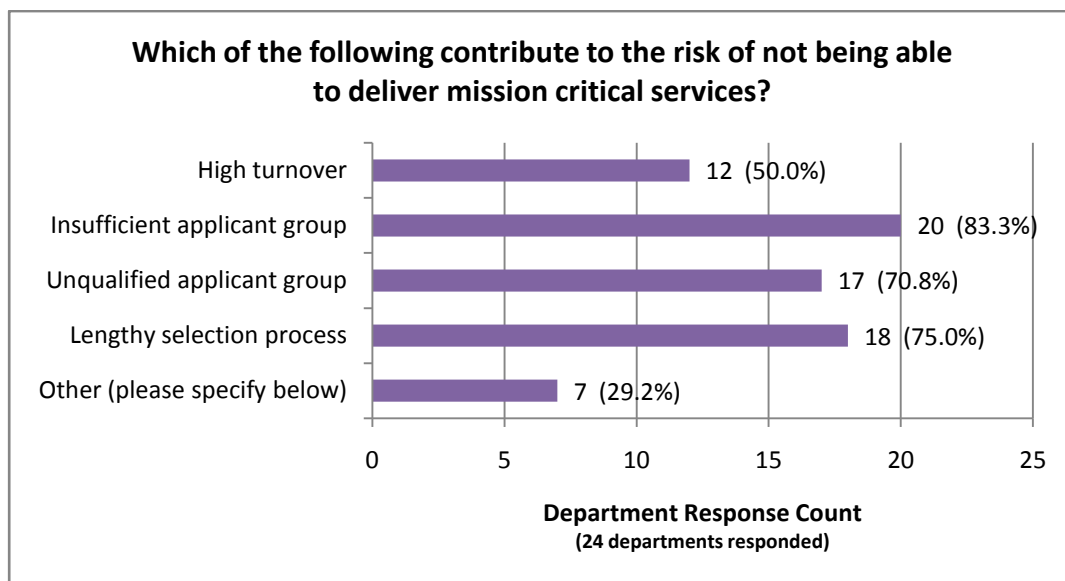
Departments were asked to provide the approximate percentage of its annual turnover rate, including separations and transfers. Sixty-eight (68) departments responded to this question with the following results (Note: There were no responses to the option “More than 40%”):



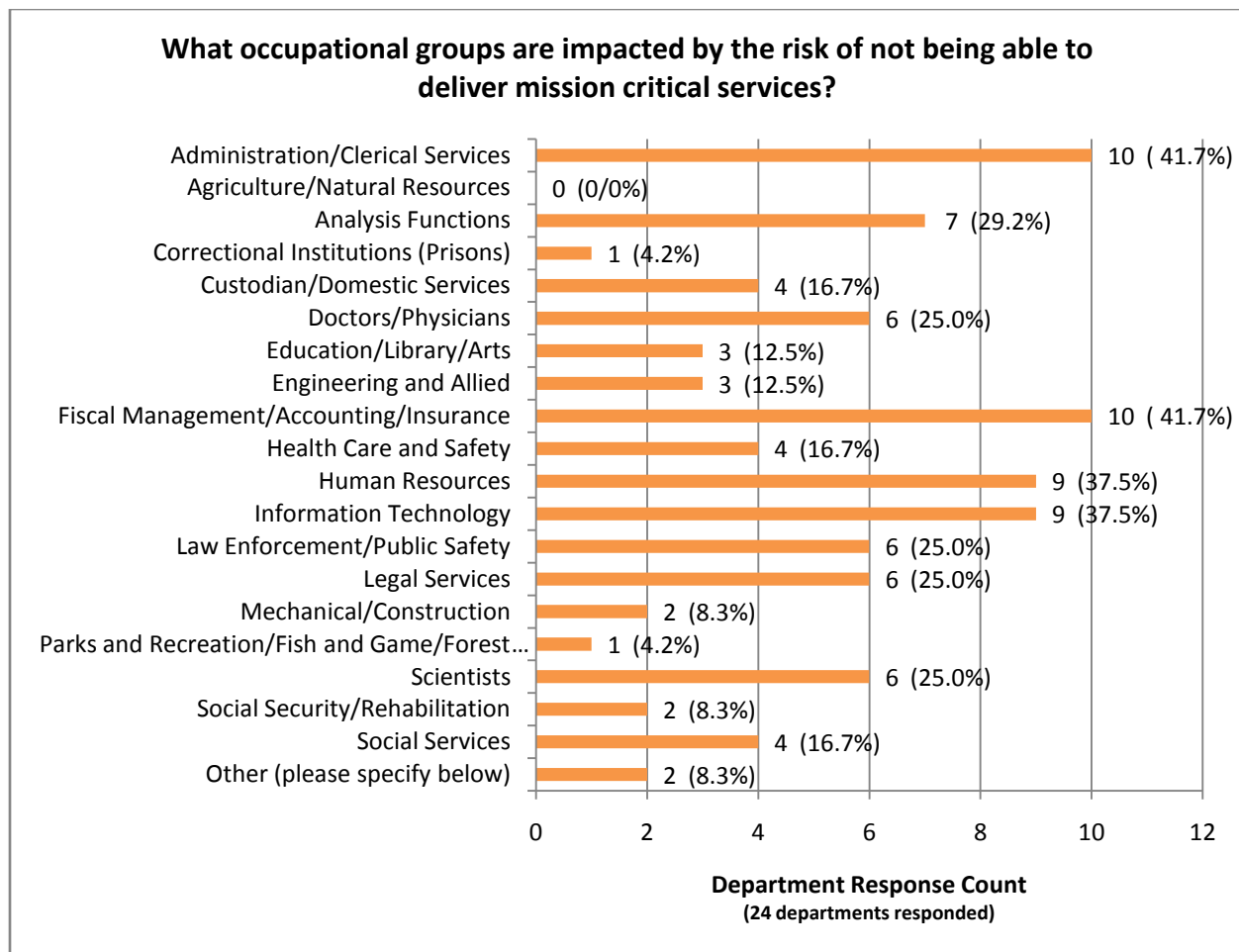
Departments were asked to identify how specific factors (as shown in the chart below) contribute to the organization's overall turnover rate. Sixty-eight (68) departments responded to this question with the following results:



Departments were asked if they felt their organization was at risk of not being able to deliver mission critical services. Seventy-one (71) departments responded to this question with the following results: 24 (33.8%) responded with “yes,” while 42 (59.2%) responded “no” and 5 (7.0%) responded as “unknown.” As a follow-up to this question, those departments who responded with “yes,” were asked to identify contributing factors to this risk and identify the impacted occupational groups associated with the risk. The following two charts provide a summary of the results:

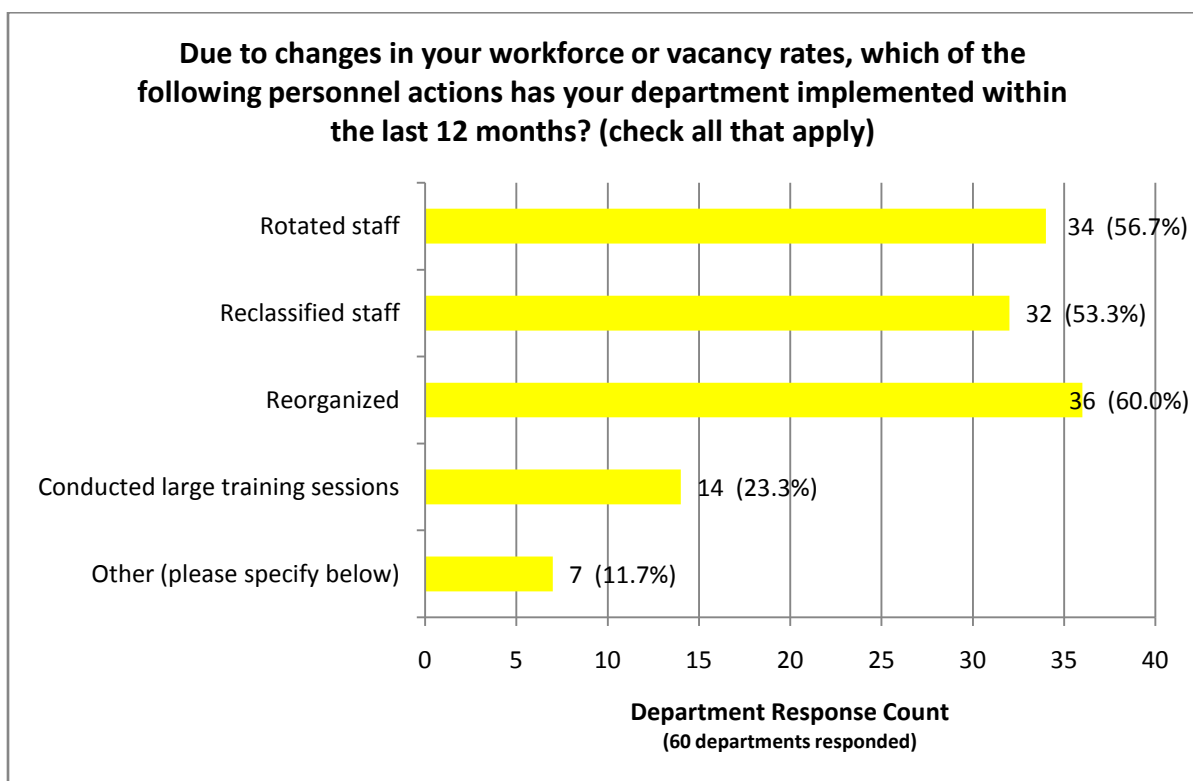


(Responses collected in the “other” category indicate budget issues, downsizing, and salary disparities as other contributing factors.)



(Responses collected in the “other” category provided specific job titles within the specific occupational group.)

Departments were asked to identify personnel actions implemented within the last 12 months to address changes in the organization's workforce and vacancy rates. In addition to the possible responses provided within the question (results provided in the chart below), seven departments provided three additional methods utilized to address the workforce issues – flexible work hours, layoffs, and retired annuitants.



Departments were also asked if their organization has a policy that requires that every new employee be assigned a mentor. All of the 70 responding departments replied “no.”

The survey concluded by providing departments the opportunity to add anything they would like to share with the HR Mod Team that was not already addressed in the survey. A total of 19 departments responded. Most of the information provided was clarification and explanation of responses to certain questions. In addition, a few departments provided feedback regarding certain questions within the survey and why they were difficult to answer, from that department's perspective.

The question “How many positions (vacant or filled) do you have assigned to each of the following?” was eliminated from the survey due to the inconsistency in responses. For example, many departments allocate a position to more than one HR function. Some departments accounted for this by reporting the fraction of that position allocated to each HR function, while other departments did not.

Conclusion:

The survey yielded responses from 70% of the state’s HR administrators providing a valuable source of information that will assist the HR Mod Project in measuring its progress and effectiveness in streamlining California’s HR processes. An important aspect of the survey is the key contact information that can now be used to obtain additional information concerning the improvements some departments have already developed and implemented to enhance effectiveness and streamline specific HR processes. In addition, the survey confirmed the need for and importance of automation to improve efficiencies and support standard and consistent approaches to HR related functions. The results of this baseline survey will serve to guide the development of future HR Mod surveys. The information provided by departments will serve a myriad of useful purposes including those described below:

Recruitment and Selection. The survey helped to identify trends in classifications or occupational groups encountering recruitment difficulties. While several occupational groups containing hard to recruit classifications were identified, the three occupational groups that contain the highest number of reported hard to recruit classifications are: Office & Allied Services, Financial Services, and Electronic Information Processing. Between the 73 responding departments, we discovered over 2,800 examinations are currently administered annually and over half of those examinations are administered on a promotional basis. HR Mod’s development of continuous on-line examinations has the potential to reduce substantial state costs. Exams that are traditionally administered as promotional only will eventually be offered on an “open” basis avoiding the need for individual departments to plan and administer future promotional exams. In addition, conducting exams on an “open” as opposed to “promotional” basis will expand the pools of candidates eligible for hire. The survey information will be useful in planning future open exams and identifying target classifications that have the potential to yield the greatest cost savings or avoidances.

Classification and Compensation. The survey revealed some departments are attempting to address their specific classification and compensation needs through independent departmental studies. Some departments have also identified core competencies for specific classifications within their organization. The work already

performed by these departments will be further examined and the work and expertise gained will be leveraged where feasible.

Training. The survey confirmed that most of the responding departments (84.3%) have a training budget and are providing a variety of in-house training courses to their employees. Departments are using a variety of knowledge transfer tools to ensure knowledge is captured and available for the future workforce. Less than half of the responding departments are partnering with other agencies to offer training in common areas. This may provide an opportunity for HR Mod to take a proactive role in aiding departments in identifying common training areas and establishing training partnerships. Over 50 departments expressed an interest in participating in the development of an HR Professional Academy. The assistance and expertise offered by these departments will be used to develop an HR Academy that offers essential training for all HR professionals.

Performance Management. The survey also examined each departments' ability to successfully conduct performance management through the evaluation of their respective employees. The survey revealed approximately 40% of the responding departments are completing less than 50% of their probationary reports on time and approximately half of the departments are completing less than 50% of their Individual Development Plans/Performance Appraisal Summaries. The survey confirmed that performance management continues to be an area of weakness requiring intense education, automated tools, and resources.

Workforce and Employee Retention. The survey revealed that promotions to another department, transfers to another department and retirements are the leading contributors to department turnover rates. High turnover, insufficient and/or unqualified applicant groups, and lengthy selection processes put some departments at risk of not being able to deliver mission critical services. The HR Mod Strategic Plan emphasizes the importance of workforce planning and the need to forecast the services State government and each state agency will need to provide over the next five years along with the specific knowledge, skill and ability needed to deliver those services. Over 80% of the responding departments have either implemented or are in the process of developing their strategic, workforce, and succession plans. This statistic suggests that departments are beginning to understand and take seriously the necessity to conduct and produce strategic, workforce, and succession plans. This is particularly important in anticipation of the loss of some of the State's most experienced and knowledgeable resources due to retirements.

Automation. The survey provided valuable lead information concerning automated solutions and innovative approaches departments have already taken to address many of their HR challenges. Further research will be conducted with these organizations to learn more about the business processes and automated solutions that have been implemented and their potential applicability and usefulness at a statewide level.



HR MODERNIZATION BASELINE SURVEY

ATTACHMENT A

Departmental Information

1. Please provide your contact information. It is likely that completion of this survey may require the input of other management personnel, such as the Chief Information Officer, Chief of Administration, Chief Deputy Director, Budget Officer and Training Officer. Please coordinate your responses and provide names and titles of all contributors so that we may contact them if necessary.

Department Name:

Primary Contact Name:

Contact E-mail:

Contact Telephone Number:

Other Contributors' Names and Titles:

Recruitment and Selection

2. In rank order from 1 to 5 (1 being the most difficult), list your department's "hardest to recruit" classifications.

1.	<input type="text"/>
2.	<input type="text"/>
3.	<input type="text"/>
4.	<input type="text"/>
5.	<input type="text"/>

3. In regard to the classifications listed in question #2, how long, on average, does it take an applicant to go through the entire selection process (from application to hire) for these classifications?

	Less than 3 months	3 - 6 months	6 - 9 months	9 - 12 months	More than 1 year
Classification 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classification 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classification 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classification 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classification 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. In regard to your overall selection process (from application to hire), does your department currently use the following selection instruments?

	Yes	No
a. Life Experience Questionnaire/Training and Experience Questionnaire (LEQ/T&E)	<input type="radio"/>	<input type="radio"/>
b. Other self-certification selection instrument	<input type="radio"/>	<input type="radio"/>
c. Supplemental Application in conjunction with most hiring interviews	<input type="radio"/>	<input type="radio"/>

5. If your department does not use a Life Experience Questionnaire/Training and Experience Questionnaire (LEQ/T&E), please specify the reason. (check all that apply)

- ☐ Too much time to develop
- ☐ Against department policy
- ☐ Not an effective method of assessment
- ☐ Potential appeals
- ☐ Too expensive
- ☐ Difficulty in validating responses
- ☐ Lack of expertise to develop the questionnaires
- ☐ May be prone to exaggeration by candidates
- ☐ Other (please specify below)

6. Approximately how many examinations, on average, does your department conduct on an annual basis?

7. In regard to your answer in question #6, approximately how many of your departmental examinations, on average, are conducted on an open basis?

8. Is your department currently conducting job analyses?

☐

Yes

☐

No (If no, proceed to question #10)

**9. What is the objective of the job analyses?
(check all that apply)**

☐

Update minimum qualifications

☐

Revise class concept

☐

Identify training needs

☐

Test Validation

☐

Exam development requirement

☐

Other (please specify below)

Planning and HR Related Efforts

10. How many positions (vacant or filled) do you have assigned to each of the following?

a. Recruitment	<input type="text"/>
b. Compensation	<input type="text"/>
c. Classification	<input type="text"/>
d. Exams	<input type="text"/>
e. Transactions	<input type="text"/>
f. Benefits	<input type="text"/>
g. Training	<input type="text"/>
h. Payroll	<input type="text"/>
i. Generalist/Line Support/Clerical	<input type="text"/>
j. Workforce Planning	<input type="text"/>

11. What is the status of the following plans/programs in your department?

	Implemented	Under Development	No Plans to Develop	Unknown
a. Strategic Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Workforce Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Succession Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Recruitment Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Annual Examination Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Annual Training Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Employee Recognition Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Employee Wellness Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Leadership Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Apprenticeship Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Internship Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Has your department developed any creative innovative approaches to:

	Yes	No
a. Recruitment	<input type="radio"/>	<input type="radio"/>
b. Examinations	<input type="radio"/>	<input type="radio"/>
c. Hiring Process	<input type="radio"/>	<input type="radio"/>
d. Classification	<input type="radio"/>	<input type="radio"/>
e. Compensation	<input type="radio"/>	<input type="radio"/>
f. Progressive Discipline	<input type="radio"/>	<input type="radio"/>
g. Employee Performance Evaluations	<input type="radio"/>	<input type="radio"/>
h. Employee Training	<input type="radio"/>	<input type="radio"/>
i. Employee Retention	<input type="radio"/>	<input type="radio"/>
j. Employee Recognition	<input type="radio"/>	<input type="radio"/>
k. Classification Competency Model Development	<input type="radio"/>	<input type="radio"/>

**13. Which of the following is addressed by your department's strategic plan?
(check all that apply)**

- ☐ Training
- ☐ Performance Management
- ☐ Recruitment
- ☐ Classification and Compensation
- ☐ Retention
- ☐ Workforce Planning
- ☐ Succession Planning
- ☐ Examination Planning

**14. Which of the following HR business processes are supported by automated solutions (excluding use of Word or Word Perfect) in your department?
(check all that apply)**

- ☐ Succession Planning
- ☐ Creation of position descriptions/ job duty statements
- ☐ Recruitment
- ☐ Position Control
- ☐ Examinations
- ☐ Hiring Process
- ☐ Probationary Reports
- ☐ Performance Management
- ☐ Exit Clearance Process
- ☐ Compensation Studies
- ☐ Other (please specify below)

**15. How is customer satisfaction measured in your organization?
(check all that apply)**

- ☐ Not measured
- ☐ Internal/External surveys
- ☐ Other (please specify below)

Classification and Compensation**16. Is your department currently conducting classification studies?**

- ☐ Yes
- ☐ No (If no, proceed to question #18)

**17. What is the objective of the classification studies?
(check all that apply)**

- ☐ Update minimum qualifications
- ☐ Revise class concept
- ☐ Consolidate classes
- ☐ Other (please specify below)

18. Is your department currently conducting compensation/salary studies?

- ☐ Yes
- ☐ No (If no, proceed to question #20)

**19. What is the objective of the compensation studies?
(check all that apply)**

- ☐ Support recruitment retention differential
- ☐ Support salary realignment
- ☐ Support labor market adjustment
- ☐ Other (please specify below)

20. Personnel Management Liaison Memo 2007- 026 delegated approval authority to departments including, but not limited to, backdating allocations; managerial out of class assignments; and backdating appointments. Overall, what would you estimate to be the approximate improved processing time realized by your department from this delegated authority since September 2007?

- ☐ Less than 30 business days
- ☐ 30 - 60 business days
- ☐ 61 - 90 business days
- ☐ 91 - 120 business days
- ☐ More than 120 business days
- ☐ Unknown

21. For which of the following occupational groups does your department have a documented set of core competencies (i.e., core competencies identified through job analysis, outside vendor, or other process)?
(check all that apply)

- ☐ Administration/Clerical Services
- ☐ Agriculture/Natural Resources
- ☐ Analysis Functions
- ☐ Correctional Institutions (Prisons)
- ☐ Custodian/Domestic Services
- ☐ Doctors/Physicians
- ☐ Education/Library/Arts
- ☐ Engineering and Allied
- ☐ Fiscal Management/Accounting/Insurance
- ☐ Health Care and Safety
- ☐ Human Resources
- ☐ Information Technology
- ☐ Law Enforcement/Public Safety
- ☐ Legal Services
- ☐ Mechanical/Construction
- ☐ Parks and Recreation/Fish and Game/Forest Protection
- ☐ Scientists
- ☐ Social Security/Rehabilitation
- ☐ Social Services
- ☐ Other (please specify below)

22. What percentage of your department's classifications have defined career ladders?

Training**23. Is your training program aligned with your Department's...?:**

	Yes	No	Unknown
a. Strategic Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Succession Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Department Mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Workforce Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Operational Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Department Goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify below)

24. Does your department have an annual training budget?

- ☐ Yes
- ☐ No

25. On average, what is the approximate dollar amount spent by your department annually in the following training categories?

	Dollar Amount
a. Job-Required Training	<input type="text"/>
b. Job-Related Training	<input type="text"/>
c. Career-Related Training	<input type="text"/>
d. Upward Mobility Training	<input type="text"/>

26. Which of the following training classes does your department offer (in-house) to employees?**(check all that apply)**

- ☐ No Training Offered at this time
- ☐ New Employee Orientation
- ☐ Verbal/Oral Communication Skills
- ☐ Written Communication Skills
- ☐ Analytical Skills
- ☐ Completed Staff Work
- ☐ Project Management
- ☐ Customer Service
- ☐ Career Development
- ☐ Coaching
- ☐ Mentoring
- ☐ How to Complete Probationary Reports and Individual Development Plans/Performance Appraisal Summaries (IDP/PAS)
- ☐ Other (please specify below)

27. What automated solutions are used within your department to offer or provide training?**(check all that apply)**

- ☐ None at this time
- ☐ Custom Applications
- ☐ Computer-Based Training Tools
- ☐ DVDs
- ☐ Other (please specify below)

28. Other than on-line learning, what knowledge transfer tools are used by your department?

(check all that apply)

- ☐ Job Aids
- ☐ Mentoring program
- ☐ Process documentation
- ☐ Best practices
- ☐ Uniform standards
- ☐ Communities of practice
- ☐ Returned retirees
- ☐ Job shadowing
- ☐ Story telling
- ☐ Document repositories
- ☐ Job rotation
- ☐ Knowledge fairs
- ☐ Knowledge maps
- ☐ Structured on the job training (OJT)
- ☐ Other (please specify below)

29. Does your department currently provide training for Supervisors/Managers beyond the 80 hours required by G.C. Section 19995.4?

- ☐ Yes
- ☐ No

30. Approximately what percentage of Supervisors/Managers complete the mandatory training?

- ☐ Less than 25%
- ☐ 25% - 50%
- ☐ 51% - 75%
- ☐ 76% - 90%
- ☐ More than 90%

31. Do you currently partner with other departments to offer training in common areas?

☐ Yes

☐ No

32. Is your department interested in participating in the development of a Human Resources Professional Academy?

☐ Yes

☐ No

If yes, please provide the name and e-mail of a departmental contact person.

Performance Management

33. Approximately what percentage of your department's scheduled employee probationary reports are completed?

- ☐ Less than 25%
- ☐ 25% - 50%
- ☐ 51% - 75%
- ☐ 76% - 90%
- ☐ More than 90%

34. Considering those scheduled probationary reports that are completed, approximately what percentage are completed on time?

- ☐ Less than 25%
- ☐ 25% - 50%
- ☐ 51% - 75%
- ☐ 76% - 90%
- ☐ More than 90%

35. On average, how many employees in your department are rejected during probation each year?

- ☐ None
- ☐ 1 - 3
- ☐ 4 - 10
- ☐ 11 - 25
- ☐ 26 - 50
- ☐ 51 - 100
- ☐ More than 100

36. Approximately what percentage of your department's employee Individual Development Plans/Performance Appraisal Summaries (IDPs/PASs) are completed annually?

- ☐ Less than 25%
- ☐ 25% - 50%
- ☐ 51% - 75%
- ☐ 76% - 90%
- ☐ More than 90%

37. If your department completes probationary reports and IDPs/PASs, for which of the following purposes are they used?

(check all that apply)

- ☐ Provide annual feedback about employee performance
- ☐ Improve employee performance
- ☐ Assist employee with career development
- ☐ Assist in the development of an annual training plan
- ☐ Align employee performance with departmental goals and objectives
- ☐ Other (please specify below)

38. On average, how many employees in your department receive an adverse action each year?

- ☐ None
- ☐ 1 - 3
- ☐ 4 - 10
- ☐ 11 - 25
- ☐ 26 - 50
- ☐ 51 - 100
- ☐ More than 100

Workforce and Employee Retention

39. Does your department use an employee exit survey to collect information regarding why an employee is leaving?

- ☐ Yes
- ☐ No (If no, proceed to question #41)

40. How does your department use the employee exit survey information? (check all that apply)

- ☐ Conduct trend analysis
- ☐ Conduct analytical studies
- ☐ Conduct internal investigations
- ☐ Conduct classification studies
- ☐ Other (please specify below)

41. Approximately, what is your department's annual turnover rate, including separations and transfers?

- ☐ Less than 5%
- ☐ 5% - 10%
- ☐ 11% - 20%
- ☐ 21% - 30%
- ☐ 31% - 40%
- ☐ More than 40%

42. To what degree do the following contribute to your department's overall turnover rate?

	Primary factor	Important factor	Occasional factor	Not a factor
a. Promotions to another department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Lateral transfers to another department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Retirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Resignations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Terminations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. Is your department currently at risk of not being able to deliver mission critical services?

- ☐ Yes
- ☐ No (If no, proceed to question #46)
- ☐ Unknown (If unknown, proceed to question #46)

**44. Which of the following contribute to the risk identified in question #43?
(check all that apply)**

- ☐ High turnover
- ☐ Insufficient applicant group
- ☐ Unqualified applicant group
- ☐ Lengthy selection process
- ☐ Other (please specify below)

**45. Based on your answers to questions #43 & 44, what are the impacted occupational groups?
(check all that apply)**

- ☐ Administration/Clerical Services
- ☐ Agriculture/Natural Resources
- ☐ Analysis Functions
- ☐ Correctional Institutions (Prisons)
- ☐ Custodian/Domestic Services
- ☐ Doctors/Physicians
- ☐ Education/Library/Arts
- ☐ Engineering and Allied
- ☐ Fiscal Management/Accounting/Insurance
- ☐ Health Care and Safety
- ☐ Human Resources
- ☐ Information Technology
- ☐ Law Enforcement/Public Safety
- ☐ Legal Services
- ☐ Mechanical/Construction
- ☐ Parks and Recreation/Fish and Game/Forest Protection
- ☐ Scientists
- ☐ Social Security/Rehabilitation
- ☐ Social Services
- ☐ Other (please specify below)

46. Due to changes in your workforce or vacancy rates, which of the following personnel actions has your department implemented within the last 12 months? (check all that apply)

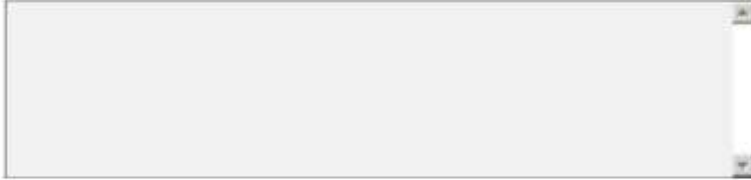
- ☐ Rotated staff
- ☐ Reclassified staff
- ☐ Reorganized
- ☐ Conducted large training sessions
- ☐ Other (please specify below)

47. Does your department have a policy that requires that every new employee be assigned a mentor?

- ☐ Yes
- ☐ No

Comments

48. If there is anything you would like to share with the HR Mod Team that has not been addressed in this survey please list it below.



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HR MODERNIZATION BASELINE SURVEY

ATTACHMENT B

Agricultural & Conservation

- 1 Veterinary Medical Officer
- 2 Aquatic Pest Control Program Manager
- 3 Aquatic Pest Control Classifications
- 4 Insect Biologist (Biosystematist)
- 5 Agricultural Economist
- 6 Hazardous Substance Engineers
- 7 Hazardous Substance Scientists
- 8 Staff Environmental Scientists
- 9 Electric Generation System Specialist I, II, III
- 10 Electric Trans. System Prog. Specialist I, II, III
- 11 Associate Energy Specialist (FO, TED, EFF)
- 12 Energy Commission Specialist I, II, II (FO, TED, EFF)
- 13 Assistant Chief (Sup)
- 14 Forester I and II
- 15 Fire Captain
- 16 Fire Fighter II (SP)
- 17 Paramedic

Office & Allied Services

- 1 Office Assistant (Typing) - Los Angeles
- 2 Office Technician
- 3 Office Services Supervisor I (Typing)
- 4 Senior Legal Typist
- 5 Associate Secretary
- 6 Executive Secretary
- 7 Executive Secretary I
- 8 Executive Secretary
- 9 Executive Assistant
- 10 Legal Secretary
- 11 Microfilm Technician
- 12 Digital Print Operator
- 13 Printing Trades Specialist Trainee
- 14 Accounting Technician
- 15 Account Clerk
- 16 Racing License Technician
- 17 Program Technician I
- 18 Program Technician II

Custodian & Domestic Services

- 1 Custodian
- 2 Clinical Dietitian
- 3 Assistant Director of Dietetics
- 4 Public Health Nutrition Consultant II
- 5 Cooks (Food Service)

Education

- 1 School Counselors
- 2 Postsecondary Education Manager
- 3 Associate in Postsecondary Educations Studies
- 4 Unit 21 Consultant Classifications
- 5 Librarian

Engineering & Allied Services

- 1 Civil Engineer Associate
- 2 Senior Engineer, SF Bay Conserv. & Dev. Comm.
- 3 Civil Engineer Classifications
- 4 Senior Structural Engineer
- 5 Electrical-Mechanical Testing Technician II
- 6 Telecommunications Engineer
- 7 Associate Seismologist
- 8 Senior Seismologist
- 9 Energy & Mineral Resource Engineer
- 10 Oil & Gas Technician I
- 11 Health Physicists
- 12 Air Resources Field Representative II
- 13 Associate Industrial Hygienist
- 14 Associate Safety Engineer (Elevators)
- 15 Associate Construction Analyst
- 16 Bay Development Design Analyst
- 17 Construction Supervisor I
- 18 Construction Supervisor II
- 19 Fire & Life Safety Officer II
(Health Facilities Construction)

Financial Services

- 1 Auditor I
- 2 General Auditor II/III
- 3 Supervising Governmental Auditor I
- 4 Auditing/Auditor Series

5	Auditor II/III
6	Insurance Examiners
7	Corporation Examiner
8	Business Taxes Representative
9	Tax Auditor
10	Program Specialist I, Franchise Tax Board
11	Accountant I
12	Accountant Trainee
13	Accounting Officer
14	Accounting Classes/Series
15	Fiscal Analysts
16	Associate Accounting Analyst
17	Staff Administrative Analyst (AS)
18	Pension Program Series
19	Associate Treasury Program Officer
20	Investment Officer Series
21	Treasury Program Manager II

Planning Services

1	Chief Planning Officer
2	Environmental Planner
3	Planner I, II (EFS)
4	Transportation Planner

Administrative Services/Office Management

1	AGPA
2	Legal Analyst
3	Senior Legal Analyst
4	Staff Services Analyst
5	Budget Officer -Staff Services Manager I
6	Staff Services Manager I
7	Chief Administrative Officer
8	District Sales Representative
9	Political Reform Consultant I/II, Fair Political Practices Commission
10	Administrative Assistant
11	Community Program Specialist I
12	Community Program Specialist II
13	Community Program Specialist III
14	Staff Mental Health Specialist
15	Mental Health Program Supervisor

16 Associate Business Management Analyst

17 Business Services Officer I

Property Appraisal & Acquisition

1 Assistant Property Appraiser

2 Associate Property Appraiser

3 Junior Property Appraiser

4 Health Facilities Construction Financing Analyst

5 Housing Finance Specialist
(Rental) & (Management Services)

6 Housing Finance Officer
(Rental) & (Management Services)

Personnel Related Services

1 Associate Personnel Analyst

2 Personnel Specialist

3 Senior Personnel Specialist

4 Test Validation & Development Specialist

5 Personnel Selection Consultant

6 HR Classifications

Budget Analysis

1 Financial and Performance Evaluator I

2 Associate Management Auditor

3 Staff Services Management Auditor

4 Telecommunications Analyst

5 Associate Management Auditor Series

6 Associate Budget Analyst

7 Budget Manager

8 Assistant Finance Budget Analyst

Electronic Information Processing

1 Information Technology Specialist II

2 Information Technology Specialist III

3 Information Systems Manager

4 DPM III

5 DPM IV

6 Data Processing Manager II

7 Assistant Information Systems Analyst

8 Associate Information Systems Analyst

9 Associate Information Systems Analyst (Specialist)

10 Associate Programmer Analyst

11	Instructional Designer (Technology)
12	Programmer
13	Senior Information Systems Analyst (Specialist)
14	Senior Programmer Analyst (Specialist)
15	Staff Information Systems Analyst (Specialist)
16	Staff Programmer Analyst (Specialist)
17	Systems Software Specialist
18	Systems Software Specialist II (Technical)
19	Systems Software Specialist III (Supervisory)
20	Programmer Analyst
21	Senior Information Systems Analyst
22	Staff Information Systems Analyst
23	Staff Information/Programmer Analyst
24	Information Technology Classes/Series/Classifications
25	Informational Systems Technician

Actuarial, Research & Statistics

1	Actuarials (Statisticians)
2	Research Analyst
3	Research Analyst I/II (Demography)
4	Research Program Specialist (social behavioral)
5	Research Program Specialist I (GIS)
6	Research Program Specialist I/II
7	Research Scientist -All
8	Research Scientist Supervisor I

Public Relations, Information, & Publications

1	Chief Information Officer
2	Aviation Consultant

Legal

1	Staff Counsel
2	Staff Counsel III
3	Staff Counsel III (Specialist)
4	Tax Counsel
5	Attorneys
6	Deputy State Public Defender
7	Industrial Relations Counsel I
8	Industrial Relations Counsel II
9	Industrial Relations Counsel III
10	Industrial Relations Counsel IV

11	FPPC Counsel/Counsel Enforcement
12	Administrative Law Judge
13	Presiding Administrative Law Judge
14	Hearing Officer
15	Hearing Officer I, FEHC

Mechanical & Construction Trades

1	State Park Equipment Operator
2	Water and Power Dispatcher
3	Senior Water and Power Dispatcher
4	Hydroelectric Plant Electrician I
5	Hydroelectric Plant Operator
6	Office Building Manager Series (Varies by Location)
7	Stationary Engineer
8	Water & Sewer Plans Supervisor
9	Caltrans Heavy Equipment Mechanic
10	Heavy Equipment Mechanic
11	Caltrans Electrical Technician
12	Telecommunications Technician
13	Auto Emission Test Specialist I

Medicine & Medical Subsidiaries

1	Physician/Surgeon
2	Psychiatrist (Senior)
3	Public Health Medical Officer II and III
4	Medical Consultant I (Psych)
5	Medical Consultant I (Various)
6	Medical Consultants
7	Medical Director
8	Public Health Microbiologists
9	Laboratory Field Examiners
10	Pharmaceutical Consultants
11	Pharmacist I/II
12	Supervising Toxicologist (Managerial)
13	Associate Toxicologist
14	Staff Toxicologist
15	Senior Toxicologist
17	Chemists

Nursing & Therapeutic Services

1	LVN
2	Supervising Registered Nurse
3	Nurse Consultants
4	RN
5	Psychiatric Technician (and related classes)
6	Nursing Education Consultants (Salary issues)
7	Nurse Evaluators
8	Rehabilitation Therapist
9	Activity Coordinator
10	Respiratory Care Practitioner
11	Supervising Rehabilitation Therapist

State Emergency Disaster Program

1	Assistant Industrial Hygienist
2	Coordinator/Sr. Coordinator (Law Enforcement)
3	Coordinator/Sr. Coordinator (Fire Services)

Protective Services & Public Safety

1	Warden
2	Warden Cadet
3	State Fair Police Officer
4	Law Enforcement Consultant I/II
5	Investigator Series
6	Investigator, DMV
7	Senior Special Investigator
8	Criminal Investigator
9	Lottery Agent
10	Special Investigator
11	Investigator I/II/III, Fair Political Practices Commission
12	Fraud Investigators
13	Investigator I
14	Investigator II
15	Investigator Trainee
16	Enforcement Representative - Field Office Locations
17	Program Representative III (Sup) (Salary Issues)
18	Inspector Series
19	District Representative II
20	Housing & Community Development Rep II

Social Security & Rehab Services

1	Industrial Hygiene Specialist
2	Social Services Consultant II
3	Adoptions Specialist
4	Deputy Labor Commissioner I
5	Regional Director
6	Field Examiner
7	Social Services Consultant III
8	Deputy Inspector General, In charge
9	Special Assistant Inspector General
10	Senior Assistant Inspector General
11	Support Service Assistant (ASL - Interpreter)
12	Psychologist
13	Psychologist, SPB
14	Clinical Social Workers

CEA's

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